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ABSTRACT

A study was conducted to determine how many of the 350 reading specialists who have graduated from Kean College in New Jersey since 1974 are making actual use of their Reading Specialist Certificate. By examining the current professional status of these people and seeking their opinions, some idea of the adequacy or inadequacy of this institution's preparation procedures was sought. Follow-up studies of students of remedial reading programs and follow-up studies of graduate teachers' programs were reviewed. Questionnaires were mailed to 350 reading specialists and data were elicited from 105 (43%) of these people. Interviews were then conducted with five persons. Results showed that 81% of the respondents were presently making use of the Reading Specialist Certificate, primarily in one of three positions--classroom teacher, reading specialist, and remedial reading teacher and that 86% were enjoying their present job. (MKM)

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READING SPECIALISTS
1974-1979 GRADUATES OF KEAN COLLEGE:
A FOLLOW-UP STUDY

by

Blossom Hatoff

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for the Master of Arts degree in Education at
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CHAPTER I

INTRODUCTION TO THE STUDY

The follow-up study investigates individuals who have left an institution after having completed a program, a treatment, or a course of study. The study is concerned with what has happened to them, and what has been the impact upon them of the institution and its program. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program. Studies of this type enable an institution to evaluate various aspects of its program in light of actual results.

STATEMENT OF THE PROBLEM

The preparation of the graduate student as a Reading Specialist has been the primary purpose of the Communication Sciences Department of Kean College of New Jersey since 1974. Those awarded the Reading Specialist, M.A. Degree are eligible for New Jersey certification as a Reading Specialist and as a Teacher of Reading.

Approximately 350 Reading Specialists have graduated from Kean College since 1974. This follow-up study of these people attempts to determine the number of Reading

Specialists who are actually making use of their Reading Specialist Certificates.

The objectives of the Graduate Reading Specialization Program at KCNJ are to prepare the teacher to function as a Reading Specialist or Remedial Reading Teacher in a school (K-12) or college. As a result of the increased training and education in reading, the data gathered from this study should indicate the value and effect of this training and education as exemplified by employment status and experience.

SIGNIFICANCE OF THE PROBLEM

The importance of doing this study has several implications:

A. Potential of improving instruction at Kean College of New Jersey -- possible modification and revision of programs, methods, and procedures.

B. Contribution to the reading/teaching field.

C. Contribution to the research literature.

PURPOSES OF THE STUDY

The purpose of the study is to determine the number of Reading Specialists who have graduated from Kean College of New Jersey since 1974 who are making actual use of their Reading Specialist Certificate. The study is concerned

with what has happened to these people, and hopes to see the number, as well as the capacity in which these people are/are not using the Reading Specialist Certificate.

It is hoped that this study may help to determine the role of Kean College of New Jersey and provide information to those who are presently serving in the profession as Reading Specialists. It may help to make a contribution to the reading/teaching field by making known job areas of/for other Reading Specialists.

ASSUMPTIONS AND LIMITATIONS

It is assumed that the questionnaires were:

A. Completed truthfully.

B. Completed in an objective manner.

C. Valid and reliable.

D. Returned in large favorable proportion.

Some of the limitations imposed upon this study were:

A. Limits of time within the college semester.

B. Time consumed in gathering the names and addresses of the Kean College Graduate Reading Specialists from 1974 on.

C. Reliability of U. S. Postal Service/Delivery.

D. Putting off or forgetting to fill out or mail the questionnaires.

DEFINITION OF IMPORTANT TERMS

Some of the important terms used in this study were:

A. KCNJ - Kean College of New Jersey, Union, New Jersey.

B. Remedial Reading Teacher[1] - A reading specialist who provides instruction to students with generalized reading deficiency outside the regular classroom.

C. Reading Specialist[2] - Designation of any of the special reading positions: special teacher of reading, reading clinician, reading consultant, or reading supervisor.

D. Reading Specialists who have graduated from KCNJ since 1974 - Reading Specialists who have graduated from KCNJ since 1974 under a state approved program of certification.

E. Teacher of Reading[3] - Has major responsibility for remedial and corrective and/or developmental reading instruction.

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[1]Clifford L. Bush and Robert C. Andrews, Dictionary of Reading and Learning Disabilities Terms. (Matawan, New Jersey: Educational and Psychological Association Press, 1973), p. 71.

[2]Ibid.

[3]Ibid.

SUMMARY

This study attempted to follow up Reading Specialists who have graduated from Kean College of New Jersey since 1974. By examining the current professional status of these people and seeking their opinions, this study sought some idea of the adequacy or inadequacy of this institution's preparation procedures. It attempted to determine the number of Reading Specialists who are actually making use/non-use of their Reading Specialist Certificates.

The study was concerned with what has happened to these people, and was especially interested in ascertaining their current professional status in regard to the use or non-use of their Reading Specialist Certificate.

The following chapter reviews related research and follow-up studies completed in this area.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

In searching previous research and related literature, various questionnaire follow-up studies have been conducted, and are planned at regular intervals. The initial six follow-up studies were reviewed because they were based upon similar assumptions and limitations as those imposed upon the present follow-up study of Reading Specialists who have graduated from Kean College of New Jersey since 1974. The ensuing six studies followed-up graduates of teachers' programs, related training to jobs, and paralleled the present follow-up study.

The first three studies related the information gathered to patterns of aptitude and ability required by various types of occupations. The next three studies attempted to reveal the effects of earlier training, experimentation, or remediation upon the eventual educational and employment status of the subjects in their later lives. The last six studies followed-up graduates of teachers' programs and surveyed them on biographical and work-related data.

STUDIES RELATING DATA TO PATTERNS OF APTITUDE AND ABILITY REQUIRED BY VARIOUS TYPES OF OCCUPATIONS

In the Bruce Balow and Maryls Blomquist Study,[1] students with prior reading disabilities were followed-up. The purpose of this study was to determine the psychological and social status of thirty-two males of average intelligence. All were diagnosed as having severe reading problems, and only sporadic remedial instruction. The Gates Reading Test and a personality test were used to determine the current status of these students.

Balow and Blomquist related that at the end of elementary school most of these students had become average readers. The majority of these students graduated from high school, and more than half were attending college and vocational school. It was expected that twenty percent would graduate from college.

In assessing the attitudes of these students towards reading, it was found that most did not like school and did not read for pleasure. They felt their teachers did not aid them in overcoming their reading disabilities, and these reading problems limited their academic work. They also expressed the opinion that it was through their own

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[1]Bruce Balow and Maryls Blomquist, "Young Adults Ten to Fifteen Years After Severe Reading Disability," Elementary School Journal 66:44-48 (October, 1965).

efforts that their reading improved. Many had a pessimistic attitude about life and had no definite goals for themselves.

Balow and Blomquist summarized that males who come from a middle class metropolitan area and are severely retarded in reading will eventually possess average reading abilities. Most will receive high school educations and have minor emotional problems of a neurotic type. Compared with the average general population more of these men will have unskilled and semi-skilled jobs.

Ralph C. Preston and David J. Yarington did a follow-up study on the "Status of Fifty Retarded Readers Eight Years After Reading Clinic Diagnosis."[2] Relatively little was known of the eventual educational and employment status of thousands of retarded readers. This follow-up study hypothesized that a typical sample of retarded readers, after eight years, fulfill educational and vocational roles similar to those fulfilled by their peers in the general population.

Its data were based on a sample of typical cases of reading retardation and could be compared with parallel data available for the general population. Information was sought concerning ninety-six individuals who had come to the

[2]Ralph C. Preston and David J. Yarington, "Status of Fifty Retarded Readers Eight Years After Reading Clinic Diagnosis," Journal of Reading 11:122-9 (November, 1967).

Reading Clinic of the University of Pennsylvania eight years previously for diagnostic study and had responded to the Clinic's customary follow-up questionnaire the following year.

In the eighth year, telephone interviews were completed concerning fifty of the ninety-six former clinical cases. They were directed to obtaining information concerning present educational status, amount of education, and present occupational status. Comparisons were made with available national population figures.

The proportion of subjects attending college was not significantly different from the proportion for the population. Not one of those in college had plans to enter a professional or graduate school.

Ability to hold down a white-collar job was assumed as an indication of minimal reading competence. Of the twenty-one subjects in civilian occupations, over half were in white-collar occupations. That proportion was not significantly different from that for the national population; nor was the rate of unemployment significantly different.

Project Talent[3] was an educational survey conducted by the University of Pittsburgh with support from the Cooperative Research Program of the United States Office of

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[3] "Project Talent," Phi Delta Kappan 57:360 (January, 1976).

Education, the National Institute of Health, the National Science Foundation, and the Department of Defense. The survey consisted of the administration of a two-day battery of aptitude, ability, and achievement tests, and inventories of the background characteristics of 440,000 students enrolled in 1353 secondary schools in all parts of the United States.

One phase of the longitudinal study, conducted in 1964 and reported by Janet Combs and William W. Cooley involved the follow-up of the ninth grade group who failed to complete the high school program.[4] This group, which represented a random sample of the ninth grade secondary school population, provided an estimate of the characteristics of the dropout population, compared with those of a random sample of students who graduated but did not enter a junior college or a four-year institution of higher learning. These two samples were compared on a number of characteristics.

The students who graduated scored significantly higher on most of the characteristics, except self-reported qualities of leadership and impulsiveness. The dropouts earned as much as those who had finished high school and

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[4]Janet Combs and William W. Cooley, "Dropouts in High School and After School," American Educational Research Journal 5:343-363 (May, 1968).

had been earning it longer. It should be noted that this study concerned students who were about nineteen years of age, and that the economic advantages of finishing high school could not be adequately evaluated until later in life.

Project Talent, now funded by the National Institute of Education, has maintained contact with the original students and has completed the eleventh year follow-up survey. Many of the students expressed dissatisfaction with their schooling, and regretted that they had not gone on to college or vocational school and that they had married too early. More than half still live within thirty miles of their high schools. The more mobile half were the high academic achievers. Eighty percent of the men, but only sixty-five percent of the women expressed satisfaction with their jobs as meeting their long-range goals.

STUDIES ATTEMPTING TO REVEAL THE EFFECTS OF EARLIER TRAINING, EXPERIMENTATION, OR REMEDIATION UPON THE EVENTUAL EDUCATIONAL AND EMPLOYMENT STATUS OF THE SUBJECTS IN THEIR LATER LIVES

"Specific Reading Disability: A Twelve-Year Follow-Up Study" was conducted by Archie A. Silver and Rosa A. Hagin.[5] In this study two questions were considered: (1) Do the perceptual defects and neurological immaturities

[5]Archie A. Silver and Rosa A. Hagin, "Specific Reading Disability: A Twelve-Year Follow-Up Study," American Journal of Orthopsychiatry 33:338-339(March,1963).

found in children with specific reading disability persist into young adulthood? (2) Are there differences in the nature and extent of perceptual and neurological maturation in the various subgroups of reading disability?

Twenty-five children with specific reading disability, who were initially studied at the Bellevue Hospital Mental Hygiene Clinic in 1949 and 1950 have been followed for twelve years into young adulthood. Each child was re-examined during 1961 and 1962 by means of a test battery designed to assess: (1) aspects of perception in the visual, auditory, tactile and body-image modalities; (2) neurological status, with emphasis on tests to determine cerebral dominance; (3) educational achievement; (4) psychiatric and social adjustment; and (5) cognitive functioning.

Results on these tests were compared with results on the same tests made twelve years earlier and with results on the same tests taken by a control group of children with behavior problems from a similar population, originally matched for age, sex, and I.Q.

With respect to children with dyslexic tendencies, Silver and Hagin concluded that the disability is a long-term problem in the life of an individual, the signs of which can be detected twelve years after the original diagnosis. Maturation does not fully overcome the specific perceptual and neurological problems detected twelve years

earlier. Organic children showed less improvement in reading than the children with specific reading disabilities. The adequate adult readers were less severely retarded in reading as children than were those with dyslexic tendencies.

In the study conducted by Helen Robinson and Helen Smith,[6] students were followed-up ten years after leaving the University of Chicago Reading Clinic. The study was conducted by using questionnaires which were sent to clients and parents. The authors cited the need for this type of study as nothing of this type could be found in the literature.

Of the forty-four students followed-up, eleven received only diagnosis. The remaining pupils received remedial help. The intelligence quotients of the students were above 100, with the median I.Q. 120-123.

The results of the study showed only three of the forty-four students did not complete high school. At the time the project was being conducted, eleven were enrolled in college, three had obtained M.A. Degrees, and two were enrolled in the doctoral program. More than half of the forty-four had completed college and the researchers' prognosis was more than seventy-five percent would be graduated from college.

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[6]Helen M. Robinson and Helen K. Smith, "Reading Clinic Clients--Ten Years After," Elementary School Journal 63:22-27 (October, 1968).

The investigators summarized that pupils with reading problems can be rehabilitated educationally so as to fulfill their occupational ambitions. They also are of the opinion that if these problems are corrected these pupils can become avid readers. Most parents were quite pleased with the services of the Clinic when they were informed of the procedures and processes involved.

Theodore A. Buerger did "A Follow-Up of Remedial Reading Instruction."[7] The purpose of this study was to reveal the effects of remedial reading instruction upon the long-term post-remedial educational progress and attitudes of the pupils.

Three pre-remedial variables (intelligence quotients, reading test scores, and reading letter grades) were examined and tested to show comparability among the groups. Before and after Reading Center test scores were used to show immediate post-remedial results. The long-term effects of remedial reading instruction upon educational progress and attitudes were approached through multiple measures such as letter grades, standardized achievement and intelligence test scores, and self-report inventory and questionnaire results.

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[7]Theodore A. Buerger, "A Follow-Up of Remedial Reading Instruction," The Reading Teacher 21:329-334 (January, 1968).

Populations that were studied were: the remedial sample, underachieving in reading according to local norms, consisting of seventy-two pupils in grades three through seven, who received fifty hours or more of formal remedial reading instruction at the Lakewood Schools' Reading Center; and the non-remedial sample, also underachieving in reading, consisting of seventy-two pupils who did not receive formal remedial reading instruction during the same period.

Mental ability, measured by the Science Research Associates Primary Mental Abilities Test, and reading performance as indicated by the Standard Reading Test and letter grades, were used to demonstrate comparability of the experimental and control groups prior to the remedial period. Analyses of variance were employed to show that the remedial and non-remedial sub-groups were sufficiently comparable to warrant an analysis of the long-term effects of remedial treatment.

To summarize the findings, remedial reading assistance during grades three to seven did not appear to have a long-term significant effect on mental ability, vocabulary and reading comprehension skills, and English and social studies achievement.

The implication that remedial students appeared more concerned about their future needs and non-remedial students appeared more involved with present needs should be further

investigated and tested statistically.

Pupils who received remedial reading instruction demonstrated significant immediate post-remedial reading gains. However, pupils who received remedial reading instruction did not make greater long-term educational progress than a similar control group. These results, for the most part, confirm Robinson's findings. A review of studies and the present study suggest there remains a great deal to learn about the nature of academic disabilities and how to promote improvement through remedial efforts.

STUDIES FOLLOWING-UP GRADUATES OF TEACHERS' PROGRAMS, RELATING TRAINING TO JOBS

As part of an annual graduate follow-up study, David F. Armstrong and John F. Pressley sent questionnaires to all students who graduated from Montgomery College during the 1976-77 academic year in an associate degree or certificate program.[8] Of 1,115 students, 691 (62 percent) responded.

The major reasons for attending Montgomery College were low cost, program offerings and convenient location, the same reasons reported in previous years. The percentage of graduates still in school decreased from 62 percent in

[8]David F. Armstrong and John F. Pressley, The Graduates 1977: A Follow-Up Study of the Students Who Graduated from Montgomery College in 1977 (Published Document, Montgomery College, Rockville, Maryland, Office of Institutional Research, 1978), pp. 1-57.

1975, to 57 percent in 1976 and 53 percent in 1977. The percentage of those unemployed decreased from 17 percent to 14 percent and 13 percent for the same years.

Graduates were very satisfied with the academic and job preparation they received; ninety percent reported they would recommend their program and the college to their friends. Those who sought assistance from counselors usually received it. Sixty percent of those who did so frequently received "very much assistance" and 25 percent received "some." A substantial minority (18 percent) were dissatisfied with the quality of academic advising they received.

Career programs had the highest percentage of employed graduates (80 percent). Over 60 percent of full-time employed graduates either held the same job while attending school or contacted the employer on their own. The majority (57 percent) worked in positions directly related to their programs of study. The University of Maryland received 44 percent of transfer students, 93 percent of whom transferred more than fifty credit hours.

Results of a follow-up survey of recipients of Masters and Doctoral Degrees from the College of Education of Texas A & M University were reported by Jon J. Denton, and others. The scope of inquiry included those who completed post-baccalaureate programs between May, 1975 and

May, 1977, inclusively. This sample translates numerically to 600 individuals with departmental compositions being: 28 individuals from Agricultural Education; 105 graduates from Educational Administration; 122 graduates from Educational Curriculum and Instruction; 157 individuals from Educational Psychology; 53 individuals from Health and Physical Education; 75 individuals from Industrial Education; and 60 graduates from Interdisciplinary Education.[9]

Professional and employment profiles were obtained from holders of each degree. Their perceptions regarding the effectiveness of the school's curriculum and program were sought. The instrument developed for this survey was accompanied by a solicitation requesting the assistance and cooperation from each graduate. The cover letter and questionnaire were mailed to the 600 individuals. Over 57 percent of the advanced degree recipients who were identified in the sample responded on the questionnaire.

Earl H. Fuller[10] administered a questionnaire to

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[9]Jon J. Denton et. al., 1978 Report of College of Education Standing Committee on Follow-Up Evaluation (Graduate Programs) (Published Document, Texas A and M University, College Station, College of Education, 1978), pp. 1-222.

[10]Earl H. Fuller, Survey of Spring 1978 Degree Recipients at North Carolina State University (Published Document, North Carolina State University, Raleigh, Division of Student Affairs, November, 1978), pp. 1-49.

1978 recipients at North Carolina State University regarding their post-graduation plans. Those who did not respond to the spring survey and those who responded but reported unemployment were mailed a follow-up questionnaire.

The following information was presented: post-graduation statistics for bachelor's degree recipients by school, department, race, sex, and grade-point average; post-graduation statistics on master's degree recipients by school, race, and sex; and for doctoral degree recipients by race and sex; mean salaries of bachelor's degree recipients employed by department, school, sex, race, and grade-point average; and use of counseling and placement services in seeking employment for bachelor's degree recipients by school and total.

The response rates for the spring 1978 survey were 67 percent for bachelors, 66 percent for masters, and 61 percent for doctorates. Of the 67 percent of bachelor's degree recipients responding to the survey, 60 percent reported employment; 23 percent, further studies; and 17 percent, unemployment. Sixty percent of those bachelor's degree recipients employed accepted jobs in North Carolina. The average annual salary for bachelor's degree recipients was $13,334; for master's degree recipients the average was $16,176; and for doctorates, $19,695. For those bachelor's degree recipients accepting employment, 5

percent reported "no college degree required and no relationship between job and academic program"; 58 percent reported "college degree in my field strongly related and/or necessary to job".

Ten percent of those bachelor's degree recipients planning further studies indicated that difficulty encountered in finding employment influenced their decision to continue their educations. Twenty-one percent of the employed bachelor's degree recipients responded that, if just starting their college education, they would pursue degrees in curricula other than those in which they received degrees.

For all bachelor's degree recipients, there was a $2,949 difference in average salary between men and women, with the former group having the higher salaries. The comparison of average salaries by grade-point average reveals that students in the highest grade-point average bracket (3.50 and above) received $1,614 more per year than those in the lowest bracket (2.50 and below). Employment rate by sex was 63 percent for males and 49 percent for females. Percentage employment for blacks (57 percent) was somewhat lower than for whites (60 percent).

Of the master's degree recipients, 64 percent were employed, 21 percent reported further studies, and 15 percent were not employed. Eighty-eight percent of those

receiving doctorates were employed. Bachelor's degree recipients in the School of Engineering (81 percent) were most likely to have used the Career Planning and Placement Office for job interviews and referral while those from the School of Textiles were the least likely (5 percent) to use this service.

Mary Kathryne Baratta conducted a three year follow-up study of 1974 graduates of Moraine Valley Community College (MVCC).[11] The purpose of the study was to evaluate the long-term benefits of attendance at MVCC. Of the 620 graduates, 324 were transfer students and 296 were occupational students.

Each graduate was sent a questionnaire collecting information on involvement with MVCC after graduation, present educational status, evaluations of MVCC programs and services, opinions of MVCC, whether they would recommend their college major to friends, most valuable educational experiences, present employment status and MVCC relevance to jobs, job mobility, usefulness of the MVCC degree in securing current jobs, suggestions for improvement of MVCC education or training, and training received beyond the MVCC degree.

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[11] Mary Kathryne Baratta, Three Year Follow-Up of 1974 Graduates (Published Document, Moraine Valley Community College, Palos Hills, Illinois, October, 1977), pp. 1-26.

The questionnaire response rate was 43 percent. The majority of respondents maintained some contact with MVCC. Ninety percent were working, 66 percent in the field or a field related to their MVCC studies, 25 percent were enrolled in educational institutions. Graduates rated MVCC programs and services helpful particularly in personal development, preparation for further studies and education, increasing job skills and competencies, and inter-personal relations. Ninety-four percent indicated they would recommend their major program to friends. Overall the college was rated above average. Employment and additional training data and course suggestions were also reported.

A survey was conducted by Jerry H. Robbins of sixteen teacher education institutions in the state of Arkansas.[12] The purpose of the study was to determine the present occupations of students who graduated in 1976-1977.

Graduates were classified as elementary, secondary, and special education teachers, male and female, and by the institution they graduated from. Six areas of occupation were examined: (1) teaching in state; (2) teaching outside of state; (3) otherwise employed; (4) continuing formal study; (5) military service; and (6) homemaking.

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[12]Jerry H. Robbins, The Teacher Education Class of 1977 in Arkansas Institutions (Published Document, Arkansas Department of Education, Little Rock, May, 1978), pp. 1-66.

Fifteen of the sixteen Arkansas teacher education institutions reported that 2354 persons graduated from teacher education programs in 1976-1977. However, no information was available from one of the smaller institutions. What happened to these persons?

Only about 1109 (47 percent) of the graduates were known to be teaching in the state on November 1, 1977. Approximately 192 (8 percent) were known to be teaching outside the state on that date. Thus, a slight majority (55 percent) were known to have entered the teaching profession immediately after graduation.

About 12 percent (293 graduates) were known to be employed in positions other than teaching on November 1, 1977. Another 8 percent (193 students) were known to be continuing their formal education on that date.

Only 26 students (1 percent) of the graduates were known to have entered military service immediately after graduation, and only 53 students (2 percent) were known to have become full-time homemakers. Seventy students (3 percent) were known to be seeking a teaching position on November 1, 1977, and three students (0.1 percent) were known to be seeking a non-teaching position.

Edward G. Hughes presented the findings of a follow-up study of a selected group of 1970 and 1975 graduates of the Teacher Education Program at Southern Illinois

University at Carbondale.[13] The follow-up study itself was part of a larger study concerned with comparing the effects of three follow-up techniques in obtaining information from these graduates.

Of the 1,899 persons who graduated from the Teacher Education Program at Southern Illinois University at Carbondale in 1970 and 1975, 600 graduates were randomly selected for participation in the study. The 600 graduates were randomly assigned, 200 each, to three survey groups: a mail questionnaire group, a telephone interview group, and a combination survey group. Of the 200 graduates in each group, half were 1970 graduates and half were 1975 graduates.

While three survey methodologies were used in this follow-up survey, the survey items used with each method were identical. Graduates were surveyed on biographical and work-related data, on the graduates' perceptions of their own competencies in the areas of planning, instruction, and evaluation, and on their perceptions of the degree to which the Teacher Education Program was satisfactory in preparing them to perform in those three areas.

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[13]Edward G. Hughes, Report on a Follow-Up Study of a Selected Sample of 1970 and 1975 Teacher Education Program Graduates at Southern Illinois University in Carbondale (Doctoral Dissertation, Southern Illinois University, Carbondale, 1977), pp. 1-87.

Of the 600 graduates initially selected for participation in the survey, 130 responded by mail and 185 were interviewed by telephone. A total of 147 graduates in the sample could not be located due to inaccurate mailing addresses or phone numbers. Therefore, 315 graduates (out of a total possible number of 453) participated in the survey. This yielded an overall response rate for the follow-up study of 69.5 percent.

The 315 respondents to the survey were highly representative of the population according to the characteristics of sex, year of graduation, area of certification, and teaching major. Thus, Hughes concluded that a reasonably representative sample was obtained in this study.

SUMMARY

The research summarized is of a controversial nature. The first three studies related the information gathered to patterns of aptitude and ability required by various types of occupations. Balow and Blomquist theorized that children became average readers without thorough remediation, but their disability left negative effects.[14]

[14]Balow and Blomquist, loc. cit.

Preston and Yarington concluded that remediation can have both positive and negative aspects.[15] Combs and Cooley followed-up high school dropouts and found that the students who graduated scored significantly higher; however, the dropouts earned as much as those who had finished high school and had been earning it longer.[16]

The next three studies attempted to reveal the effects of earlier training, experimentation, or remediation upon the eventual educational and employment status of these subjects in their later lives. The data gathered is also inconclusive. Although the majority of investigators agree that immediate gains of remediation are favorable, they disagree on the long-term effects. With respect to children with dyslexic tendencies, Silver and Hagin concluded that the disability is a long-term problem in the life of an individual, the signs of which can be detected twelve years after the original diagnosis.[17] The most optimistic study was completed by Robinson and Smith.[18] The data collected showed positive results for those children receiving Clinic services. It was summarized that pupils with reading problems can be rehabilitated

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[15]Preston and Yarington, loc. cit.

[16]Combs and Cooley, loc. cit.

[17]Silver and Hagin, loc. cit.

[18]Robinson and Smith, loc. cit.

educationally so as to fulfill their occupational ambitions. Buerger concluded that the children receiving additional reading instruction fared no better than children receiving no additional help.[19] He was not able to show a significant difference between the attitudes of the groups receiving help and those not having remediation.

The studies reviewed are of a controversial nature. There is no general consensus among the researchers that relate information gathered to patterns of aptitude and ability required by various types of occupations. Nor is there general consensus that there is an effect upon the eventual educational and employment status of these subjects in their later lives of earlier training, experimentation, or remediation. These six follow-up studies were reviewed because they were based upon similar assumptions and limitations as those imposed upon the present follow-up study of Reading Specialists who have graduated from Kean College of New Jersey since 1974.

The last six studies followed-up graduates of teachers' programs and surveyed them on biographical and work-related data. These were reviewed because they very closely paralleled the present study.

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[19]Buerger, loc. cit.

As part of an annual graduate follow-up study, Armstrong and Pressley received 62 percent responses to their questionnaires.[20] Jon Denton (and Others) reported that over 57 percent responded on the questionnaire.[21] Earl Fuller administered a questionnaire and received 67 percent response for bachelors, 66 percent for masters, and 61 percent for doctorates.[22] Mary Kathryne Baratta conducted a three year follow-up study, to which questionnaire response rate was 43 percent.[23] A survey was conducted by Jerry Robbins of sixteen Arkansas teacher education institutions.[24] Fifteen of the sixteen Arkansas teacher education institutions reported on 2354 persons who graduated from teacher education programs in 1976-1977. Edward G. Hughes presented the findings of a follow-up study of a selected group of 1970 and 1975 graduates of the Teacher Education Program at Southern Illinois University at Carbondale.[25] The follow-up study yielded an overall response rate of 69.5 percent.

The ensuing chapter presents the design of the study.

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[20]Armstrong and Pressley, loc. cit.

[21]Denton et al, loc. cit.

[22]Fuller, loc. cit.

[23]Baratta, loc. cit.

[24]Robbins, loc. cit.

[25]Hughes, loc. cit.

CHAPTER III

DESIGN OF THE STUDY

INTRODUCTION

This chapter is concerned with the design of the study. Procedures which were used are presented in detail. The sources of the data and the methods involved in gathering the data are also well defined. The data-gathering instruments used are described.

The writer worked in conjunction with Dr. Clifford L. Bush, Department of Communication Sciences, KCNJ, on this project. Dr. Bush was anxious to conduct such a study and guided the writer as to the aims and goals that the research should provide. He advised the writer on the procedures and methods to be used in this project.

PROCEDURES USED

As a preliminary step in planning a follow-up study of KCNJ reading specialists who have graduated since 1974, research was reviewed on other follow-up studies of college programs. The writer assumed that the procedures used, methods of gathering data, data-gathering instruments used, limitations imposed upon the majority of these studies to be similar to that of the present study.

Former Master's Theses were reviewed. Formats of other follow-up studies or other bibliographies were consulted. Source information on the Helen Robinson follow-up study reviewed in Chapter II, pages 13-14, was found in Angela Herrmann's Master's Thesis #38.[1]

Research was done on questionnaire build-up. Basic ideas for the form of the questionnaire came from NCATE,[2] which was loaned out by Dr. Bush. Questionnaires were then designed by the writer, following certain guidelines. Only those items pertinent to the study were included. An attempt was made to adhere to the closed-form type of questionnaire as strictly as possible; however, several open-ended questions were included to provide for the unanticipated responses.

Next, the oral, in-depth questionnaire (interview) was developed for a sampling of the respondents. The questionnaire formed the basis of these interview questions. The people selected to be interviewed were approved by Dr. Bush.

After building up an oral questionnaire for interviews, a courteous, carefully constructed cover letter to explain the purpose of the study was developed. See Appendix A.

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[1]Angela Herrmann, A Follow-up Study of Clinic Students at Newark State College (Master's Thesis #38, Newark State College, Union, N.J., June, 1970), Bibliography.

[2]NCATE - Accreditation Survey done by Kean College Team of New Jersey. (Union, N.J.:Kean College, 1978).

The researcher asked a number of friends and relatives to fill out the questionnaires. In this manner, revisions and corrections were made.

The names and addresses of reading specialists who have graduated from KCNJ since 1974 were sought. This was a time-consuming project, involving much leg-work and cooperation from the KCNJ Communication Sciences Department faculty and staff, the KCNJ library archives staff, the KCNJ Graduate Office, the KCNJ Alumni Office, the KCNJ Registrar's Office, and last, but not least, the KCNJ Records Office (where many hours of many days were spent).

Permission was obtained to have Dr. Bush receive all questionnaire responses. The KCNJ Communications Department graciously supplied all letter and questionnaire stationery, as well as the stamped, self-addressed envelopes and the postage-paid un-addressed envelopes.

Questionnaires were mailed out on October 11, 1979. The respondents were asked to complete the enclosed questionnaire and return it in the stamped, self-addressed envelope. December 4, 1979, was the final return day. The letter and questionnaire may be found in Appendix A and B.

The returned questionnaires were tallied, and percentages were arrived at. Responses found in the study were categorized. In-depth interviews were conducted with several people in different categories. The notes taken

and the tapes recorded were used to preserve the information collected in the interviews. They may be found in Appendix C and D.

SOURCES OF DATA

The data obtained during this follow-up study were to be drawn out from 350 reading specialists who have graduated from KCNJ since 1974. A master KCNJ Graduate List was loaned out by Dr. Albert Mazurkiewicz, Department of Communication Sciences, KCNJ. No complete list of names and addresses of reading specialists who have graduated from KCNJ since 1974 was available. Therefore, the next step was to go to the KCNJ (Nancy Thompson) Library archives to obtain the names and commencement dates of all reading specialists from commencement booklets from 1974 on up to the present. After checking the graduate list against these names, many addresses were found to be missing or incorrect.

Requests for names and addresses were made to the KCNJ Communication Sciences Department faculty and staff, the KCNJ (Nancy Thompson) Library archives staff, the KCNJ Graduate Office, the KCNJ Alumni Office, the KCNJ Registrar's Office, and last, but not least, the KCNJ Records Office. Many hours of many days were spent at the Records Office recording names/addresses from master KCNJ Graduate Lists.

Out of the 350 reading specialists who have graduated from KCNJ since 1974, data were elicited from 150, or 43 percent, of these people. An additional 55, or 16 percent, of the reading specialists never received the questionnaires in the mail because they were returned to KCNJ marked "undeliverable." The remaining 145, or 41 percent, of the mailings were simply unanswered. The interviews permitted the writer to obtain more complete data and greater clarity from a small group, or sampling, of reading specialists who have graduated from KCNJ since 1974.

METHODS OF GATHERING DATA

The methods of data-gathering employed were the cover letter, questionnaire, and interview. After doing research on questionnaire build-up, a final questionnaire was designed by the writer to elicit the sought-after information.

Next, the oral, in-depth questionnaire (interview) was developed to be used on a sampling of the respondents. Then a courteous cover letter was constructed to explain the purpose of the study and to accompany the questionnaire.

After obtaining names and addresses of reading specialists who have graduated from KCNJ since 1974, permission was obtained to have Dr. Bush receive all questionnaire responses.

Three hundred fifty-five (355) copies of the cover letter, and of the two-page questionnaire were procured. Addresses were typed onto envelopes, and the envelopes were stuffed with a letter, questionnaire, and a self-addressed, stamped, return envelope.

The questionnaires were ready to be mailed out on October 5, 1979; however, they were not actually mailed out until October 11, 1979. Due to this writer's complete ignorance of the bulk-mailing process employed by KCNJ, much unnecessary time, money, effort, and frustration was expended, with the resultant loss of one week from the allotted questionnaire response time.

The respondents were asked to complete the questionnaire and return it in the enclosed stamped, self-addressed envelope. The data were tallied and percentages were arrived at. Responses were categorized. Interviews were conducted, during which times notes were taken and tapes were used to preserve the information collected.

DESCRIPTION OF DATA-GATHERING INSTRUMENTS USED

The data-gathering instruments used were the cover letter and questionnaire, and the interview. Utilization of these techniques appeared to be the most efficient means of acquiring the necessary data for this study. Although personal contact would probably have produced a greater

number of responses, this was not a feasible method. The anticipated number of respondents involved and the element of time available convinced the researcher that the letter and questionnaire, and the interview, were the most effective data-gathering instruments.

The cover letter was carefully developed. A courteous explanation as to the purpose of the study was presented, as well as a request to complete and return the enclosed questionnaire in the self-addressed envelope provided.

The questionnaires were designed following certain guidelines. Only those items pertinent to the study were included. In all, there were twenty-two questions. The writer attempted to adhere to the closed-form type of questionnaire as strictly as possible. Open-ended questions were included, providing for unanticipated responses. It was hoped that by using a questionnaire which could be completed rapidly, more responses would be elicited. Tabulation and summary of the questionnaires would also be more rapid using this form.

In order to avoid any ambiguous questions, friends and relatives were asked to fill out the questionnaires. In this manner, revisions and corrections were made. A final copy of the questionnaire was typed up and handed in for correction/approval. Once approved, 355 copies of the

two-page questionnaire were run off.

The letters/questionnaires were sent out on October 11, 1979. The final return date was December 4, 1979. This was a total of seven and one-half weeks. Self-addressed envelopes were included.

The design of the interview was similar to that of the questionnaire. The interview questions were formulated: to gather more complete data and greater clarity; to gather more data regarding negative aspects of the self/situation; and, to validate the results of the questionnaires. Note-taking and tape-recording were used to preserve the information collected in the interviews. The five interviews were conducted during the first week in December, 1979.

SUMMARY

This chapter was concerned with the design of the study. It described the procedures used, the sources of data, the methods of gathering data, and the data-gathering instruments used. Chapter IV presents and analyzes the data collected from these questionnaires and interviews.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

In Chapter IV, through textual discussion and tabular and graphic devices, the data collected are critically analyzed and reported. Textual discussion may be used to point out generalizations and significant interpretations. Tables and figures are used to clarify significant relationships.

FINDINGS OF THE STUDY

Of the 350 reading specialists who have graduated from KCNJ since 1974, 150 graduates responded to the questionnaire. This figure represents 43 percent of the total number of anticipated responses. An additional fifty-five, or 16 percent, of these graduate reading specialists never even received the questionnaire in the mail because they were returned to KCNJ marked "undeliverable." The remaining 145 graduates, or 41 percent, never sent back replies. Refer to Figure 1.

FIGURE 1. Rate of Responses

	Responses	Undeliverable	No Responses
Possible	350	350	350
No.	150	55	145
%	43	16	41

There were twenty-two questions on the questionnaire. A copy of the questionnaire and tallied responses appears at the end of this chapter. Questions one through four sought information of a personal nature; sex, age, marital status, and head of household status.

Of the 150 respondents, the males numbered fifteen, or 10 percent. The females numbered 133, or 89 percent. No response came from two, or 1 percent, of the graduates. A glance at Figure 2 indicates that the respondents were predominantly female, 89 percent.

FIGURE 2. Sex of Respondents

	M	F	No Response
N	15	133	2
%	10	89	1

When asked to check off their own age brackets, it was found that twenty-eight, or 19 percent, were in the 25-29 year-old age bracket; eighty-eight, or 59 percent, were found to be in the 30-45 year-old bracket; and, in the last bracket of forty-five and over, there were thirty-two, or 21 percent. Two people, or 1 percent, did not respond to this question. A look at Figure 3 points out the fact

that a majority of the responding graduates were in the 30-45 year-old age bracket.

FIGURE 3. Ages of Respondents

	25-29	30-45	45 plus	N.R.
N	28	88	32	2
%	19	59	21	1

The respondents were asked to check off their present marital status. Seventy-five percent, or 112, were married. Twenty-five percent, or thirty-seven, were unmarried. Only one person, or zero percent, did not check off anything. Figure 4 illustrates that a clear majority of the respondents were married.

FIGURE 4. Marital Status of Respondents

	Married	Unmarried	N.R.
N	112	37	1
%	75	25	0

These people were also asked to check off whether or not they were the "head of the household" or the sole supporter of the household. Forty-one people, or 27 percent, answered affirmatively. One hundred five, or 70 percent, answered negatively. Four people, or 3 percent, did not respond. Figure 5 indicates that a clear majority of the respondents were not the head of the household. These graduates were bringing in a salary. They were not bringing in the greater amount of money, but they were

still able to contribute to the support of a household because of their employment.

FIGURE 5. Head of Household Status of Respondents

	Yes	No	N.R.
N	41	105	4
%	27	70	3

The 150 responding graduates were asked to give the year that they received their Reading Specialist Certificate since 1974. The replies were: nineteen, or 13 percent, in 1974; sixteen, or 11 percent, in 1975; twenty-nine, or 19 percent, in 1976; twenty-six, or 17 percent, in 1977; twenty-six, or 17 percent, in 1978; thirty-four, or 23 percent, in 1979. The greatest number of responding graduates received their Reading Specialist Certificate in 1979. These replies may be seen charted in Figure 6.

FIGURE 6. Year Reading Specialist Certificate Received

	N	%
1979	34	23
1978	26	17
1977	26	17
1976	29	19
1975	16	11
1974	19	13

When asked why they had worked towards the Reading Specialist Certificate, the responses received

by this researcher fell into approximately ten categories. Several people had a number of reasons for working towards the Reading Specialist Certificate, and their answers fell into two and three categories.

The major reason stated for working towards a Reading Specialist Certificate was to improve classroom efficiency (professional improvement). Fifty-one people, or 34 percent, wished to improve professionally. Another reason frequently stated was to gain self-improvement and education. Thirty-four people, or 23 percent, were interested in attaining self-improvement and education. A third important reason mentioned often was to specialize or to upgrade from their present position. Twenty, or 13 percent, were in this category.

A fourth often-mentioned reason was to become a Remedial Reading Teacher or a Reading Specialist. Eighteen, or 12 percent, of the people responded thusly. A fifth reason for working towards the Reading Specialist Certificate was to gain more job opportunities. Nine, or 6 percent, of the respondents felt that this was a way of broadening their range of job opportunities. A sixth reason stated by nine, or 6 percent, of the graduates was that they <u>needed</u> the M.A. Degree/Reading Specialist Certificate in order to get a special job. They were being considered for specific jobs, but only if they had the proper certification.

A seventh response was to gain higher financial reinbursement in their present job by earning additional certification. Five people, or 3 percent, replied thusly. Only four persons, or 3 percent, worked towards their Reading Specialist Certificate in order to abide by their particular school system's requirements. Another four people, or 3 percent, earned their Reading Specialist Certificate in order to gain Doctorate Degrees or other advanced certificates. Only three people, or 2 percent, worked towards the Reading Specialist Certificate in order to improve existing programs. Figure 7 illustrates the reasons the responding graduates gave for working towards the Reading Specialist Certificate.

FIGURE 7. Reasons for Working Toward the Reading Specialist Certificate

Reasons	No.	%
To improve classroom efficiency	51	34
To gain self-improvement/education	34	23
To specialize or upgrade position	20	13
To become Remedial Reading Teacher or Reading Specialist	18	12
To gain more job opportunities	9	6
To get special job	9	6
To gain higher financial reinbursement	5	3
To abide by school system requirements	4	3
To gain Doctorate Degree or other advanced certificate	4	3
To improve programs	3	2

The graduates were asked what their professional or occupational status was when they had received their Reading

Specialist Certificate. The replies were: one hundred thirty-four persons, or 89 percent, were teaching or using other special teaching certificates or degrees; twelve persons, or 8 percent, were unemployed. Some of these included people on maternity leave; some were homemakers; and some were mothers. The other four people, or 3 percent, were working in non-education related fields. A look at Figure 8 points out that the graduates (respondents) when receiving the Reading Specialist Certificate were predominantly in the teaching field, 89 percent.

FIGURE 8. Occupational Status When Receiving the Reading Specialist Certificate

Occupations	No.	%
Teaching or using other certificates	134	89
Unemployed	12	8
Working in non-education related field	4	3

The graduates were then asked what their present professional or occupational status was. This was in October of 1979. They responded in the following way. One hundred twenty-one, or 80 percent, were employed full-time. Twelve, or 8 percent, were employed part-time. One person, or 1 percent, was employed part-time, but was seeking full-time employment. Two people, or 1 percent, were unemployed, but seeking employment. Twelve people, or 9 percent, were unemployed, and not presently seeking

employment. Of these twelve persons, one was disabled and one was presently on a leave of absence. Two people, or 1 percent, did not respond to this question. Perusal of Figure 9 will indicate that the majority of the graduates, or 80 percent, were employed full-time, at the time they were filling out the questionnaire.

FIGURE 9. Present Occupational Status

Status	No.	%
Employed full-time	121	80
Employed part-time	12	8
Employed part-time, seeking full-time employment	1	1
Unemployed, but seeking employment	2	1
Unemployed, not now seeking employment	12	9
No response	2	1

If the graduates were not employed in an education related profession, they were asked if they were presently seeking employment in an education related profession. One person, or 1 percent, responded affirmatively. Nineteen, or 12 percent, responded negatively. One person, or 1 percent, was undecided, and 129, or 86 percent, did not answer this question. Figure 10 presents these figures graphically and indicates that those not employed in the education field were not interested in returning to this profession.

FIGURE 10. Number of Graduates Seeking Employment in Education

	No.	%
Seeking employment in education	1	1
Not seeking employment in education	19	12
Undecided	1	1
No response	129	86

If employed, full or part-time, in an education related profession, the graduates were requested to specify their present positions. The responses fell into approximately nine categories. The most frequently mentioned position was that of the Classroom Teacher by thirty-seven, or 25 percent, of the graduates. This included thirty-six, or 24 percent, self-contained classroom teachers and one, or 1 percent, teacher of science in the seventh and eighth grades.

The second most frequently mentioned position was that of the Reading Specialist by thirty-five, or 24 percent, of the respondents. This included twenty-one, or 14 percent, Reading Specialists or Instructors. There were six, or 4 percent, English Teachers (officially) and Reading Specialists (unofficially). There were four, or 3 percent, secondary Reading Specialists; three, or 2 percent, intermediate Reading Specialists; and one, or 1 percent, curriculum Reading Specialist.

The third most frequently mentioned position was that

of the Remedial Reading Teacher by thirty-four, or 22 percent, of the graduates. In this category, there were twelve, or 8 percent, Remedial Reading Teachers for grades K-6. There were four, or 3 percent, Remedial Reading Teachers for seventh and eighth grades. There were two, or 1 percent, Remedial Reading and English Teachers for grades nine through twelve. There were two, or 1 percent, who were Remedial Reading Teachers and Department Heads. There were three, or 2 percent, Supplemental Teachers and Reading Tutors. There were three, or 2 percent, Project Reading Teachers. There were two, or 1 percent, Learning Disabilities Teacher Consultants. There were two, or 1 percent, Remedial Reading Teachers for Special Education Students. There were two, or 1 percent, Teachers of Gifted or Talented Programs and Reading and Language Arts for fifth and sixth grades. There was one, or 1 percent, Perceptually Impaired Teacher, and there was one, or 1 percent, Home Instructor of Secondary English.

Another often-stated position was that of the Resource Teacher by eleven, or 7 percent, of the respondents. Included in this category were seven, or 4 percent, Resource Teachers. There were two, or 1 percent, Reading Consultants. There was one, or 1 percent, person hired as a Resource Teacher for a Teacher Trainer Project on Reading and Writing. There was one, or 1 percent, Laboratory Instructor in a

Reading Study Skills Center.

The position of Title I was designated by eight, or 5 percent, of the respondents. This group consisted of six, or 4 percent, respondents who were Title I Reading Instructors for grades K-6; and two, or 1 percent, respondents who were Title I Program Coordinators of Elementary Schools.

Three, or 2 percent, of the graduates were serving in Supervisory or Administrative positions. Two of these people, or 1 percent, were Elementary School Principals; one person, or 1 percent, was a Program Manager of an Educational Services Team.

Another group of three persons, or 2 percent, were serving in Compensatory Education positions. These people were working as Compensatory Reading and Mathematics Teachers. Only one respondent, or 1 percent, was serving in a non-education related position. This person was working for National Airlines at Flight Control and Reservations. No response was received from eighteen, or 12 percent, of the responding graduates. A glance at Figure 11 indicates that most of the graduates (respondents) were working in one of three positions -- Classroom Teacher, Reading Specialist, and Remedial Reading Teacher.

FIGURE 11. Present Positions of Respondents

Positions	No.	%
Classroom Teacher	37	25
Reading Specialist	35	24
Remedial Reading Teacher	34	22
Resource Teacher	11	7
Title I	8	5
Supervisor or Administrator	3	2
Compensatory Education	3	2
Non-education related	1	1
No response	18	12

One of the main objectives of this follow-up study was to seek the number of Reading Specialists who have graduated from KCNJ since 1974 who are actually making use of the Reading Specialist Certificate. Of the 150 respondents, 121, or 81 percent, reported back that they were presently making use of the Reading Specialist Certificate. Twenty-one, or 14 percent, responded that they were not presently using the Reading Specialist Certificate, and eight, or 5 percent, did not answer this question. See Figure 12.

FIGURE 12. Reading Specialist Training Being Used in Present Position

	Yes	No	N.R.
N	121	21	8
%	81	14	5

The other main objective of this follow-up study was to seek information about the capacity in which these

Reading Specialists who have graduated from KCNJ since 1974 were using the Reading Specialist Certificate. The findings are reported here.

Thirty-eight, or 25 percent, were Remedial Reading Teachers testing, diagnosing, and remediating in the elementary school. There were thirty, or 20 percent, graduates using the Reading Specialist Certificate teaching all subjects in the classroom from nursery school through eighth grade. Seventeen, or 11 percent, were Resource Persons for teachers, giving reading technical assistance and workshops. Six, or 4 percent, respondents were Reading Specialists in the high school. Five, or 3 percent, Reading Specialists were working with high school students on Compensatory Education/Minimum Basic Skills.

Five, or 3 percent, people were Reading Specialists working with junior high school students. Five people, or 3 percent, were using the Reading Specialist Certificate in their jobs as Reading Consultants. Four graduates, or 3 percent, were using the Reading Specialist Certificate in their jobs as English Teachers. Another group of four graduates, or 3 percent, were Title I Reading Teachers for below grade readers. Four graduates, or 3 percent, were tutoring. Four respondents, or 3 percent, were serving as District Reading Coordinators and Principals.

Two graduates, or 1 percent, were using the Reading

Specialist Certificate in their jobs as Special Education Teachers. Two graduates, or 1 percent, were Teachers of Gifted or Talented Children. Two graduates, or 1 percent, were working in Remedial Laboratories for severely disabled readers. Two of the respondents, or 1 percent, were programming materials for readability. Two graduates, or 1 percent, were teaching adult school courses.

One respondent, or 1 percent, was teaching remedial reading and mathematics. One graduate, or 1 percent, was a Project Teacher working with deficient readers. One person, or 1 percent, was using the Reading Specialist Certificate in the job of selecting materials. One graduate, or 1 percent, had set up a Clinical Practice in the home. Only one person, or 1 percent, of the 150 respondents reported not making use of the Reading Specialist Certificate. No response came from thirteen graduates, or 9 percent. Figure 13 presents this statistical data in graphic form.

When asked whether or not they were enjoying their present jobs, 129 graduates, or 86 percent, replied that they were enjoying the present job. Seven, or 5 percent, were not enjoying their jobs. No reply was received from fourteen, or 9 percent, of the respondents. Clearly, almost all were enjoying their present jobs. See Figure 14.

FIGURE 13. Capacities in Which Reading Specialist Certificates Were Being Used

Capacities	No.	%
Remedial Reading Teacher in elementary school	38	25
Classroom Teacher (N-8)	30	20
Resource Person for teachers	17	11
Reading Specialist in high school	6	4
Compensatory Education/Minimum Basic Skills Teacher with high school students	5	3
Reading Specialist in junior high school	5	3
Reading Consultant	5	3
English Teacher	4	3
Title I Reading Teacher for below grade readers	4	3
Tutor	4	3
District Reading Coordinator and Principal	4	3
Special Education Teacher	2	1
Gifted/Talented Children Teacher	2	1
Remedial Laboratory Teacher for severely disabled readers	2	1
Programming materials for readability	2	1
Adult School Teacher	2	1
Remedial Reading and Mathematics Teacher	1	1
Project Teacher working with deficient readers.	1	1
Selecting materials	1	1
Clinical Practice in home	1	1
Not using the Reading Specialist Certificate	1	1
No response	13	9

FIGURE 14. Enjoying Versus Not Enjoying Present Job

	Enjoying	Not Enjoying	N.R.
N	129	7	14
%	86	5	9

The graduates were asked whether or not employment in an education related profession was their first choice for a career. One hundred thirty-two graduates, or 88 percent, responded that education was their first choice

for a career. Twelve people, or 8 percent, responded negatively. Six people, or 4 percent, did not respond to this question. See Figure 15.

FIGURE 15. Education Preferred as First Career Choice

	Yes	No	N.R.
N	132	12	6
%	88	8	4

When asked whether or not these graduates would recommend other graduate students in Education to further their studies in a Reading Specialist field, 118, or 79 percent, responded that they would recommend a Reading Specialist field. On the other hand, twenty-three, or 15 percent, responded that they would not recommend this field to other graduates. Nine people, or 6 percent, did not answer this question. Figure 16 presents these data in graphic form and indicates that most would recommend other graduate students in Education to further their studies in a Reading Specialist field.

FIGURE 16. Would Recommend Reading Specialization to Other Graduates

	Yes	No	N.R.
N	118	23	9
%	79	15	6

When asked why they would or would not recommend

other graduate students in Education to further their studies in a Reading Specialization field, a number of reasons were given -- pro and con. Of the 122, or 82 percent, positive reasons given by graduates who would recommend this field, thirty-four, or 23 percent, were for professional improvement for classroom efficiency. Nineteen, or 13 percent, of the reasons stated were because reading is so important. This field was recommended by sixteen people, or 11 percent, providing there were available jobs. Twelve, or 8 percent, graduates recommended it for self-improvement or education. Eight of the respondents, or 5 percent, recommended it because they felt the Reading Specialization field is so challenging. Another eight, or 5 percent, graduates recommended the field because it is so rewarding.

Seven graduates, or 5 percent, recommended the Reading Specialization field because they felt KCNJ offered a fine reading program. Another six graduates, or 4 percent, recommended this field because they felt that there was a desperate need for Reading Specialists today. Six respondents, or 4 percent, recommended the field for skills training. Two people, or 1 percent, recommended it because they felt there was more of a variety in the jobs in this field. Two people, or 1 percent, felt that the Reading Specialist Certificate was more useful than a general

graduate degree. One person, or 1 percent, recommended the field for job advancement. One person, or 1 percent, recommended further studies in a Reading Specialization field -- but not at KCNJ!

There were twenty-three graduates, or 15 percent, who would not recommend other graduate students in Education to further their studies in a Reading Specialization field. Seventeen, or 11 percent, stated that there was a lack of job opportunities in this field. Two graduates, or 1 percent, complained of the lack of job security. Two graduates, or 1 percent, lamented that there were just too many outside duties to perform. One person, or 1 percent, recommended specialization in the content areas rather than in reading. One graduate, or 1 percent, stated that the Learning Disabilities Teaching Consultant field is where the jobs are now. Five graduates, or 3 percent, did not respond to this question. A glance at Figure 17 indicates why the graduates (respondents) were predominantly, 82 percent, in favor of recommending a graduate student in Education to further studies in a Reading Specialization field. Figure 18 shows the negative reasons.

The graduates were asked whether or not their education and training at KCNJ adequately prepared them for their present positions. One hundred eighteen, or 79 percent, of the graduates felt adequately prepared for

their present positions due to their KCNJ education and training. Fifteen, or 10 percent, of the graduates did not feel adequately prepared. Seventeen, or 11 percent, of the graduates did not respond to this question. Figure 19 presents these statistics in graphic form and indicates that a majority of the respondents felt adequately prepared for their present positions as a result of the education and training they received at KCNJ.

FIGURE 17. Reasons For Recommendation of the Reading Specialization Field

Reasons For	No.	%
Professional Improvement for classroom efficiency	34	23
Reading is important	19	13
If there were available jobs	16	11
Self-improvement and education	12	8
Reading field is challenging	8	5
Reading field is rewarding	8	5
Fine program at KCNJ	7	5
Desperate need for Reading Specialists	6	4
Skills training	6	4
More variety in jobs	2	1
More useful than general graduate degree	2	1
Job advancement	1	1
Recommended field, but not at KCNJ	1	1

FIGURE 18. Reasons Against Recommendation of the Reading Specialization Field

Reasons Against	No.	%
Lack of job opportunities	17	11
Lack of job security	2	1
Too many outside duties to perform	2	1
Would recommend content areas	1	1
Would recommend L.D.T.C. field	1	1
No response	5	3

FIGURE 19. KCNJ Adequately Prepared Graduates for Present Positions

	Yes	No	N.R.
N	118	15	17
%	79	10	11

When asked how many years of educational experience they have had as of June, 1979, a majority of the graduates had eleven to fifteen years of educational experience. Four people, or 2 percent, had no years of experience as of June, 1979. One person, or 1 percent, had one year in education; while none of the respondents had two years of experience. One person, or 1 percent, had three years of experience. Three graduates, or 2 percent, had four years of educational experience. Thirteen people, or 9 percent, had five years in education. Fifteen, or 10 percent, of the graduates had six years in education. Another fifteen, or 10 percent, of the graduates had seven years in education. Twelve graduates, or 8 percent, had eight years in education. Thirteen graduates, or 9 percent, had nine years of educational experience. Fifteen people, or 10 percent, had ten years of experience. A majority of the respondents, thirty-four, or 23 percent, had eleven to fifteen years of educational experience. Twelve, or 8 percent, of the respondents had sixteen to twenty years of educational experience. Seven people, or 4 percent, had twenty-one to

twenty-five years of experience. Three graduates, or 2 percent, had twenty-six or more years of educational experience. Two people, or 1 percent, did not respond to this question. Figure 20 indicates that a majority, or 23 percent, of the graduates had eleven to fifteen years of educational experience as of June, 1979.

FIGURE 20. Years of Educational Experience as of June, 1979

No. of Years	No. of Responses	%
0	4	2
1	1	1
2	0	0
3	1	1
4	3	2
5	13	9
6	15	10
7	15	10
8	12	8
9	13	9
10	15	10
11-15	34	23
16-20	12	8
21-25	7	4
26+	3	2
No response	2	1
Total.	150	100

When asked how many years of Reading Specialist experience they have had as of June, 1979, it was found that fifty-three, or 35 percent, of the respondents had no Reading Specialist experience -- full or part-time. Seventeen, or 11 percent, of the graduates had one year of Reading Specialist experience. Seven of the respondents,

or 5 percent, had two years of experience. Twenty, or 14 percent, of the graduates had three years of Reading Specialist experience. Five, or 3 percent, of these people had four years of experience as Reading Specialists. Eight, or 5 percent, of the respondents had five years of Reading Specialist experience. Another eight, or 5 percent, of the graduates had six years of Reading Specialist experience. Sixteen of the graduates, or 11 percent, had seven years of experience as Reading Specialists. Sixteen graduates, or 11 percent, did not respond to this question. Figure 21 depicts the number of years of Reading Specialist experience that these graduates (respondents) have had as of June, 1979.

FIGURE 21. Years of Reading Specialist Experience as of June, 1979

No. of Years	No. of Responses	%
0	53	35
1	17	11
2	7	5
3	20	14
4	5	3
5	8	5
6	8	5
7+	16	11
No response	16	11
Total.	150	100

The graduates were asked, "If you <u>were</u> employed in an education related profession <u>and are no longer so employed</u>, what are the reasons?" Nine graduates, or 6

percent, had decided not to work, a personal choice. Three respondents, or 2 percent, had lost their jobs because there was no need for them in that job at the present time. One person, or 1 percent, decided that working in an education related profession was not what they really wanted to do. Four people, or 3 percent, simply had checked off "other reasons" and offered no explanations. One hundred thirty-three graduates, or 88 percent, did not respond to this question because it was not applicable to their situations. Figure 22 presents their findings in graphic form.

FIGURE 22. Reasons for No Longer Being Employed in Education Profession

Reasons	No.	%
Decided not to work, a personal choice	9	6
Lost job, not needed in job at present	3	2
Did not want work in education related profession	1	1
Other	4	3
No response	133	88
Total	150	100

When the graduates were asked if they plan to stay in or leave the field of reading or Education, the overwhelming majority of 117, or 78 percent, of the respondents planned to stay in this field. Fifteen people, or 10 percent, were planning to leave the reading or Education field. Eighteen, or 12 percent, of the graduates

did not respond to this question. A glance at Figure 23 indicates that the majority of the graduates were planning to remain in the Education profession.

FIGURE 23. Plan to Remain Versus Leave the Education Profession

	Remain	Leave	No Response
N	117	15	18
%	78	10	12

Finally, the graduates were asked to make any additional comments they had. These comments were categorized. There were nineteen comments, or 12 percent, which were favorable towards the KCNJ Reading Program. They commended the Department of Communication Sciences Professors -- Dr. Mazurkiewicz, Dr. Bush, Dr. Walters, and Dr. Putnam -- for their fine work, as well as KCNJ for a most professionally run and academically excellent program. They wanted the rigid requirements upheld for the Reading Specialist Certificate.

There were four comments, or 3 percent, which were unfavorable towards the KCNJ Reading Program. One person, or 1 percent, stated that the comprehensive examination preparation was poor, coordination of Clinic I and II was unprofessional, but the thesis help and advisement was good. Another person, or 1 percent, stated that half of the KCNJ Professors he/she had were

unrealistic in their methods and they should try to apply what they teach in the classroom. Another person, or 1 percent, commented that the Reading Specialist training at the secondary level was inadequate. One person, or 1 percent, felt in need of further education in remediation.

There were seven, or 5 percent, suggestions for KCNJ. Two graduates, or 1 percent, recommended a Business Major and an Education Minor for other students. One person, or 1 percent, lauded the combination of Special Education Graduate Training and Reading Specialist Certification. Another graduate, or 1 percent, suggested that a Master's Degree be offered in Language Arts. One respondent, or 1 percent, recommended that the Reading Program contain the two supervisory certification courses. One graduate, or 1 percent, suggested that a course be offered which dealt specifically with reading programs put out by the major publishing companies. One respondent, or 1 percent, suggested that the Reading Specialist Program should require internship under Master Teachers prior to certification.

There were two comments, or 1 percent, which were favorable towards teaching or the field of Education. Both of these graduates were now interested in going on for further study to be Learning Disabilities Teacher Consultants.

There were thirteen comments, or 9 percent, which

were unfavorable towards teaching or the field of Education. Three graduates could not find jobs. Three graduates stated bitterly that educators were not adequately rewarded financially. Three respondents complained about having no job security in the Education field. Three more graduates commented that this field was becoming too stressful or pressured to work in. One graduate, or 1 percent, commented that the accountability was becoming too much of a burden to work under.

There were two suggestions, or 1 percent, for the Education field. One graduate felt strongly that there should be a Reading Specialist in every high school. Another graduate told of Reading Specialist positions which were decreasing as State Compensatory Education and Title I positions were taking over these jobs. It was suggested that the I.R.A. and KCNJ attempt to do something about this situation.

There were ten other comments, or 7 percent, which were neither pro nor con the Reading Program at KCNJ or the Education Profession. Seven graduates requested results of the questionnaire sent to them and wished this researcher good luck on this project. One graduate wished to be informed of any new secondary reading courses or programs at KCNJ. One person commented that he/she felt unqualified due to non-use of the reading skills previously learned.

One graduate merely stated that she was a mother of three young children and must stay home.

Ninety-three graduates, or 62 percent, had no additional comments. Figure 24 depicts the number of additional comments received on the questionnaires, in categories.

FIGURE 24. Additional Comments

Comments	No.	%
Favorable towards the KCNJ Reading Program ..	19	12
Unfavorable towards the KCNJ Reading Program.	4	3
Suggestions for KCNJ	7	5
Favorable towards the field of Education	2	1
Unfavorable towards the field of Education ..	13	9
Suggestions for the field of Education	2	1
Other	10	7
No comments	93	62
Total	150	100

The interviews permitted the writer; to obtain more complete data and greater clarity from a sampling of the respondents; to gather more data regarding negative aspects of the self/situation; and to validate the results of the questionnaires.

As mentioned earlier in Chapter III, the people selected to be interviewed were approved by Dr. Bush. Kay Buinis was the first person interviewed, on Wednesday, December 5, 1979. Kay is presently teaching second grade children daily, and teaching an evening course as an Adjunct Professor at KCNJ. As an Adjunct Professor at the KCNJ

Communication Sciences Department, she is greatly making use of her Reading Specialist Certificate.

When asked why she worked towards her M.A. Degree/ Reading Specialist Certificate, Kay's comments were interesting. She had been teaching first grade for eight years and had only one undergraduate course in reading up to this point. The school system she was in wanted to see some evidence of professional growth and provided her with tuition for such purposes. In order to help her to teach reading in first grade, the system wanted her to take more reading courses. As it turned out, Kay attended school at KCNJ for fourteen years. She has taken every reading course that was offered at KCNJ. She has earned thirty extra credits in reading, beyond the M.A. Degree/Reading Specialist Certificate -- a Sixth Year Certificate, which is the equivalent of two Master's Degrees!

The second person interviewed was Joan Horn, on Thursday, December 6, 1979. The interview took place at 4:00 P.M., at Wilson School, Westfield, New Jersey. It is here that Joan is presently teaching fourth grade. She also tutors jr. high and high school students for the S.A.T. or to pass school classes.

When asked whether or not she altered her teaching methods after earning the M.A. Degree/Reading Specialist Certificate, her response was that she learned something

from every single course. It tremendously helped her teaching, especially now that she was teaching the intermediate grades for the first time and she knew enough now to teach the vocabulary in the text books, because the children were not reading at the level of the content area books.

When asked why she chose her present position, Joan's response was a particularly poignant one to this researcher. Joan started teaching in second grade, mid-year, filling a vacancy. She then taught for a few years at this level. Then came the budgetary cutbacks. She then filled in wherever she was asked to. Her alternative was to teach where needed, or, not to teach in that system at all. This seems to be an all-too-common situation -- a sad commentary on the Teaching Profession today.

When asked if her KCNJ education and training adequately prepared her for her present position, she responded with a definite yes, remarking that the Communication Sciences Department is extremely good. She has applied to Rutgers University for her Doctorate Degree in English, because she has taken all of the courses in KCNJ for her M.A. Degree that would be offered at Rutgers University for a Reading Doctorate Degree.

Louis Alt was the third person interviewed. The interview took place at KCNJ, on Thursday, December 6, 1979.

Louis is presently a full-time classroom teacher of developmental reading for grades six, seven, and eight. He is also teaching an evening course as an Adjunct Professor at KCNJ.

When he was asked why he worked towards the M.A. Degree and Reading Specialist Certificate, Louis replied candidly that if he had not, he probably would have lost his job! His first two years, he started off as an English teacher. He decided that English was not the field for him. He just could not take being the person who taught probably the least-liked subject in school. Nobody liked English: They thought it was dumb; Grammar had no meaning to them. He was getting no personal satisfaction from it. He was frustrated. He was trained for that specialty area.

Louis then applied to different districts as an English teacher. He received a call, but they said they wanted him to primarily teach reading (three reading classes) and two English classes. The other applicant for the same job had more reading courses in his educational background, but Louis had two years of classroom experience. They offered him the job, providing he take reading courses (which he did).

While taking some reading courses, he began thinking about the Reading Certificate. As he got into it, he liked it more and more. He went on for the M.A. Degree and the

Reading Specialist Certificate. As Reading Department Chairman in his school building; as a classroom teacher of developmental reading for grades six, seven, and eight in his building; and as an Adjunct Professor at KCNJ teaching a Study Skills Reading class; Louis Alt is making use of his Reading Specialist Certificate training every day in every way!

Louis is presently being considered in Elizabeth, New Jersey, for a Vice-Principalship. His approach to administration in education is that any administrator should be an instructional leader. He hopes to have more time and resources available to help teachers in the building and to help reading in all classes, if and when his Vice-Principalship materializes.

Linda Pross was interviewed at KCNJ, on Thursday, December 6, 1979. Linda is presently employed as a Reading Specialist for sixth, seventh, and eighth graders in a middle school in the Middlesex School District, and as an Adjunct Professor at KCNJ.

When asked why she worked towards her Reading Specialist Certificate, Linda replied that she already had her M.A. Degree in Special Education. She wanted to go into the area of Reading because she noticed that so many of the kids she was working with were having serious reading problems.

While she was taking courses to earn the Reading Specialist Certificate, she became the Reading Coordinator in Rumson, New Jersey. In this position she used the KCNJ training and information extensively. Linda stayed on as a Reading Consultant with Holt, Rhinehart, and Winston Co. at this same time. After earning her Reading Specialist Certificate, Linda was advanced from her position as Reading Consultant, to be an Editor in Reading with Holt, Rhinehart, and Winston Co. Linda became an Adjunct Professor at KCNJ soon after.

When asked in what present capacity the Reading Specialist Certificate was being used, Linda's response was most interesting. She was using it in teaching and with a school district which is presently going through Federal validation of a project they have been working on for the past couple of years with Compensatory Education and regular classroom teachers with criteria testing.

Presently, Linda is editing and using her reading expertise. She has written quite a bit of the testing herself. It has been fun taking all of her experiences together and using them. The test will be used in her Middlesex School District first. Then they will go out for national dissemination, probably next year. State validation will hopefully come at the end of March, beginning of April. It is called "Project Climb." Part of

it is reading; part of it is mathematics. It will be used for developmental reading. In addition, the Reading Specialist Certificate is constantly being used as Linda works a lot with reading in the content areas -- presenting workshops in elementary, middle, and secondary schools.

Julia Hall was interviewed on Friday, December 7,1979, via telephone. Julia is presently employed as a Program Manager of the Educational Services Program at the Educational Improvement Center -- Central, Princeton, New Jersey. Because she was constantly travelling in her job, and because her time schedule was so very tight, and because of the unavailability of gasoline, both Julia and this writer concluded that the phone interview was the most suitable media of communication.

When asked why she worked for a Reading Specialist Certificate, she replied that she had been working as a Reading Teacher, when it was covered under the old English Certification. While working in and being interested in this area, and already having earned her M.A. Degree in Special Education, Julia decided she needed more information.

Julia was asked why she chose to work at the Educational Improvement Center -- Central. She explained that this was a new venture on the part of the Department of Education. She felt that the Educational Improvement Center -- Central was the place to be -- where you would

want to co[illegible] any kind of learning experience. Working at the Educational Improvement Center -- Central gave a perspective of what was actually happening in Education, because one was able to see what was going on in more than just one district.

In addition to her administrative position of Program Manager of the Educational Services Program at the Educational Improvement Center -- Central, Julia does a great deal of consulting in the areas of Reading and Language Arts in the school districts of her region. She also does private consulting out of New Jersey in Reading and Language Arts. She makes a great deal of use out of her Reading Specialist Certificate and training in her consulting work.

When asked if KCNJ education and training adequately prepared her for her present position, Julia responded that she had received good training and applied it. She felt that people who went into administrative positions needed more training with facilitation of programs; needed more information relative to the curriculum development; needed much more work in the actual training of teachers. She felt the program at KCNJ needed to deal more with helping the Reading Specialist to become a less critical type person and to begin to look at how we deal with reading problems in the classroom.

Julia's responsibilities are in the areas of evaluation, nutrition, mathematics, language arts, and art in education. She is responsible for these areas being made available to students and teachers in all districts in this region of five counties of the state of New Jersey. She may not deliver these specialized topics directly, but she will make sure they are available to the district areas involved.

In Julia's opinion, given the fact that most of the research today tells us that remediation has a limited effect, the reading people must be trained in preventative programs. We have got to begin to look at students' learning modalities and specific environmental types of things so that we stop causing our own problems.

The programs must be language arts oriented. We have to realize that reading, writing, listening, and speaking are all heavily inter-related, and we do not do enough with all of these areas combined, at present. People who are working on their M.A. thesis should be looking into language arts areas (reading, writing, listening, speaking) because there is very little research done on it. The areas of writing, listening, and speaking are where the school districts need information and direct aid.

SUMMARY

Of the 350 Reading Specialists who have graduated

from KCNJ since 1974, 150, or 43 percent, of the graduates responded to the questionnaire. There were twenty-two questions on the questionnaire. The first four questions sought information of a personal nature. Results indicated the respondents were predominantly female, in the 30-45 year-old age bracket, were married, and were not the heads of their households.

The greatest number of responding graduates received their Reading Specialist Certificates in 1979, and the major reason stated for working towards a Reading Specialist Certificate was to improve classroom efficiency (professional improvement). The graduates were asked what their professional or occupational status was when they had received their Reading Specialist Certificate. An overwhelming majority, 89 percent, were teaching or using other special teaching certificates or degrees.

As of October, 1979, the majority of the graduates (80 percent) were employed, full-time. Those respondents who were not employed in an education related profession were not interested in returning to this field. Of those employed in an education related profession, the most frequently mentioned position was that of the classroom teacher.

One of the main objectives of this follow-up study was to seek the number of Reading Specialists who have

graduated from KCNJ since 1974 who are actually making use of the Reading Specialist Certificate. Of the 150 respondents, 121, or 81 percent, reported back that they were presently making use of the Reading Specialist Certificate.

The other main objective of this follow-up study was to seek information about the capacity in which these same Reading Specialists were using the Reading Specialist Certificate. The greatest number, thirty-eight, or 25 percent, were Remedial Reading Teachers, testing, diagnosing and remediating in the elementary school.

An overwhelming majority of the respondents, 129, or 86 percent, were enjoying their present jobs. Eighty-eight percent responded that education was their first choice for a career.

A clear majority of the respondents, 79 percent, would recommend other graduate students in Education to further their studies in a Reading Specialist field. Most of these people would recommend a Reading Specialist field for professional improvement for classroom efficiency. Of those who would not recommend other graduate students in Education to further their studies in a Reading Specialist field, most stated that there was a lack of job opportunities in this field.

A clear majority of the respondents, 79 percent,

felt adequately prepared for their present positions as a result of the education and training they received at KCNJ. A predominant number of the graduates had eleven to fifteen years of educational experience, as of June, 1979. It was found that the greatest number of respondents had no Reading Specialist experience -- full or part-time -- as of June, 1979.

Of the graduates who were employed in an education related profession, and were no longer so employed, most had decided not to work, a personal choice. An overwhelming majority of the respondents, 78 percent, planned to remain in the field of reading or education. When asked for additional comments, most were favorable towards the KCNJ Reading Program.

The interviews permitted this writer: to obtain more complete data and greater clarity from a sampling of the respondents; to gather more data regarding negative aspects of the self/situation; and to validate the results of the questionnaires.

Chapter IV was concerned with the presentation and analysis of data collected with the questionnaires and interviews. Chapter V summarizes and presents conclusions arrived at from the data collected.

Kean College of New Jersey
Department of Communication Sciences

Questionnaire

Please complete the following questionnaire. All replies will be held strictly confidential, and will in no way jeopardize the status and security of your position. Put an x in the appropriate box which most nearly corresponds to your answer, or fill in question with a brief reply.

	Actual Responses	Questionnaires Returned—Undeliverable	N.A.
No.	150	55	14
%	43	16	4

Rate of Response from 150 Reading Specialists

Please describe yourself in terms of the following: (Place an (x) where appropriate.

15 = 10% 133 = 89% N.A. = 1% 0 28 - 19% 88 = 59% 32 = 21% N.A. = 1%

Sex: (M) (F) Age: (18-24) (25-29) (30-45) (45+)

112 = 75% 37 = 25% 1 = 0% N.A.

Married ( ) Unmarried ( )

21 = 27% 105 - 70% 4 = 3% N.A.

Head of Household (yes) (no)

Date you received your Reading Specialist Certificate?
_____ (date)

	'74	'75	'76	'77	'78	'79
N	19	16	29	26	26	34
%	13	11	19	17	17	23

Why did you work towards your Reading Specialist Certificate?

51 = 34% To improve class efficiency
34 = 23% To gain self-improvement of education
20 = 13% To specialize or upgrade teaching
18 = 12% To become Rem. Rdg. Teacher or Rdg. Spec.
9 = 6% To gain more job opportunities
9 = 6% To get special job
5 = 3% To gain higher financial reimbursement
4 = 3% To abide by school system requirements
4 = 3% To gain Doctorate Degree or other Advanced Cert.
3 = 2% To improve programs

What was your professional/occupational status at the time you received your Reading Specialist Certificate?

( ) Unemployed _____ 12 = 8%
( ) Working at NON-EDUC. RELATED FIELD 4 = 3%
( ) Teaching OR 134 = 89%
( ) Using any other special teaching certificate/degree
( ) Other _____ 0 = 0%

What is your present professional/occupational status?

( ) Employed full-time _____ 121 = 80%
( ) Employed part-time _____ 12 = 8%
( ) Employed part-time, seeking full-time employment 1 = 1%
( ) Unemployed, but seeking employment 2 = 1%
( ) Unemployed, not presently seeking employment 12 = 9%
( ) No ANSWER _____ 2 = 1%

If not employed in an education related profession, are you presently seeking employment in an education related profession?
_____ (yes-no)

	Yes	No	Non-Educ. Related	N.A.
N	1	19	1	12
%	1	12	1	8

If employed — full or part-time — in an education related profession, please specify your present position.

Classroom Teacher - 37 = 25%
Rdg. Spec. - 35 - 24%
Rem. Rdg. Teacher 34 = 22%
Resource Teacher 11 = 7%
Title I Teacher - 8 = 5%
Supervisory/Admin. 3 = 2%
Comp. Ed. - 3 = 2%
Non-Educ Related 1 = 1%
No Answer - 18 = 12%

Are you using your reading specialist training in your present position?
_____ (yes-no)

	YES	NO	NO ANSWER
N	121	21	8
%	81	14	5

If you are presently using your reading specialist training, in what capacity are you using it?

See other side →

_____ Do you enjoy your present job?
(yes-no)

	YES	NO	NO ANSWER
N	129	7	14
%	86	5	9

_____ Is employment in an education related profession your first
(yes-no) choice for a career?

	YES	NO	NO ANSWER
N	132	13	6
%	88	9	4

_____ Would you recommend a graduate student in Education to further
(yes-no) his/her studies in a reading specialization field, as you did?

	Yes	No	N.A.
N	118	23	9
%	79	15	6

Why? _____ See other side →

_____ Did education and training at Kean College of New Jersey
(yes-no) adequately prepare you for your present position?

	YES	NO	No Answer
N	118	15	17
%	79	10	11

_____ How many years of full or part-time experience, in education,
(years) have you had as of June, 1979?

No. of YRS.	0	1	2	3	4	5	6	7	8	9	10	11-15	16-20
No. of Responses	4	1	0	1	3	13	15	15	12	13	15	39	12
% of Responses	2	1	0	1	2	9	10	10	8	9	10	23	8

_____ How many years of full or part-time experience, as a reading
(years) specialist, have you had as of June, 1979?

No. Yrs.	21-25	26+	No Answer
No. resp.	7	3	2
%	4	2	1

No. of YRS.	No.	%
0	63	35
1	17	11
2	7	5
3	20	14
4	5	3
5	8	5
6	8	5
7+	16	11
N.A.	16	11

If you were employed in an education related profession and are no longer so employed, what is/are the reasons? Check all that are applicable.

( ) Decided to do further post-graduate study . . . . . 0 = 0%
( ) Decided not to work, a personal choice . . . . . 9 = 6%
( ) Inadequate income . . . . . 0 = 0%
( ) Lost my job, no need for me in that job at present . . . . . 3 = 2%
( ) Found another job more to my liking . . . . . 0 = 0%
( ) Decided that working in an education related profession was not what I really wanted to do . . . . . 1 = 1%
( ) Other . . . . . 4 = 3%
( ) No Answer . . . . . 133 = 88%

Do you plan to stay in or leave the field of reading/education?

			NO ANSWER
NO	117	15	18
%	78	10	12

Any additional comments?

Comments	No.	%
Favorable towards the KCNJ Rdg. Prog.	19	12
Unfavorable towards the KCNJ Rdg. Prog.	4	3
Suggestions for KCNJ	7	5
Favorable towards the teaching or educ. field	2	1
Unfavorable towards the teaching or educ. field	13	9
Suggestions for educ. field	2	1
Other	10	7
No Comments	93	62

PRESENT CAPACITIES	No.	%
1. Rem. Rdg. Teacher in Elem. Sch.	38	25
2. Classroom Teacher (N-8)	30	20
3. Resource Person for Teachers	17	11
4. Rdg. Spec. in High Sch.	6	4
5. Comp. Ed. / min. Basic Skills Teacher (High Sch. Students)	5	3
6. Rdg. Spec. in Jr. High Sch.	5	3
7. Rdg. Consultant	5	3
8. English Teacher	4	3
9. Title I Rdg. Teacher (Below grade readers)	4	3
10. Tutor	4	3
11. District Rdg. Coordinator and Principal	4	3
12. Special Ed. Teacher	2	1
13. Gifted / Talented Children Teacher	2	1
14. Rem. Lab. Teacher (Severely Disabled Readers)	2	1
15. Programming Materials for Readability	2	1
16. Adult Sch. Teacher	2	1
17. Rem. Rdg. and Math. Teacher	1	1
18. Project Teacher of deficient readers	1	1
19. Selecting Materials	1	1
20. Clinical Practice in home	1	1
21. Not using Rdg. Spec. training	1	1
22. No Answer	13	9
Total	150	100

Reasons For Recommendation	No.	%
1. Professional Improvement for Classroom Efficiency	34	23
2. Rdg. is important	19	13
3. If there were available jobs	16	11
4. Self-improvement or Education	12	8
5. Rdg. field is challenging	8	5
6. Rdg. field is rewarding	8	5
7. Fine program at KCNJ	7	5
8. Desperate Need for Rdg. Spec.	6	4
9. For Skills Training	6	4
10. More variety in jobs	2	1
11. More useful than general grad. degree	2	1
12. For job advancement	1	1
13. Recommend Rdg. Spec. Field but not at KCNJ	1	1
Sub-total	122	82
Reasons Against Recommendation		
1. Lack of job opportunities	17	11
2. Lack of Job Security	2	1
3. Too many outside duties to perform	2	1
4. Would recommend content areas	1	1
5. Would recommend L.D.T.C. field	1	1
Sub-total	23	15
No Answer	5	3
Sub-total	28	18
Total	150	100

Kay Bainis

Kean College of New Jersey
Department of Communication Sciences

Adjunct Prof. at KCNJ

10:15–10:35 PM. KCNJ

Wed., 12/5/79

QUESTIONNAIRE
INTERVIEW

approved
C gb

1. Sex? F
   Age? 45+
   Marital Status? M
   Head of Household? NO
2. Date you received M.A. Degree/Reading Specialist Certificate? Aug '75
3. Why did you work towards your M.A. Degree/Reading Specialist Certification? Self improvement → Professional growth.
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? 1st gr. Teach.
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons? Yes, it helped.
   b. Did you leave that position for a more specialized position? Same position
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? 2nd grade + Adjunct Prof.
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. 2nd grade and Adjunct Prof. at KCNJ
9. Why did you choose your present position? * using Rdg. Spec. C. & quality hours
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor? TUITION REIMBURSEMENT
   e. Scholarship Aid?
   f. Other? WANTED TO BE HOME WITH CHILDREN
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Adjunct Faculty at Kean.
12. Do you enjoy your present job? Yes, Yes. Delightful!
13. Is employment in an education related profession your first choice for a career? YES
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? job opportunities in the Rdg. field – not in teaching field.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Comments, please. Yes
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Materials & Methods Dr. Morrow
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? Dr. Morrow – Material ~~all the time~~ ~~[illegible]~~ ~~[illegible]~~
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 9
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? 5 1/2
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?
22. Any additional comments? Was earned 6th yr. cert.

I think highly of KCNJ & kind from attending school here for last part 14 yrs. My c[illegible] have the way. I've taken [illegible] Rdg. [illegible]

86

#3. Just been teach. 1st grade for 8 yrs. & had only 1 undergrad. course in Rdg. up to this pt. School system wants prof. growth & provides tuition for such purposes. The system wanted her to take more Rdg. courses. They helped her to teach Rdg. in 1st grade. Continued on for 30 extra credits in Rdg. past the M.A Degree / Rdg. Spec. Cert. (6 year level)

#9. Wanted to be home with her children & originally wanted to substitute. Graduated in 1970 - Wanted to be a teacher, therefore, went through for her teacher's degree. Got a job easily at that time. Put 3 children through college. Was being reimbursed for her tuition by her system.

#22 course they've offered at KCNJ. I've earned a 6th year certificate - the equivalent of 2 Master's Degrees!

Joan Horn
12/6/79
THURS.
3:45 PM. Wilson School, Westfield, NJ.

approved
C JB

Kean College of New Jersey
Department of Communication Sciences

QUESTIONNAIRE
INTERVIEW

1. Sex? F
   Age? 32
   Marital Status? Married
   Head of Household? equal in part
2. Date you received M.A. Degree/Reading Specialist Certificate? 6/78
3. Why did you work towards your M.A. Degree/Reading Specialist Certification? Wanted a M.A. in something and Rdg. was most important for her teaching
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Teaching Elem. School
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position? Learned something from every single course. Learned something from every single course. Teaching.
   a. Did you alter your teaching methods, materials, lessons?
   b. Did you leave that position for a more specialized position? TUTOR PART-TIME IN ADDITION to grade 4.
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment?
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Classroom Teach.
9. Why did you choose your present position?
   a. Convenience of transportation? I started in 2nd grade, gr. 4.
   b. Advise of a friend? mid-year (filled a vacancy). Then come
   c. Reputation of institution? out-lookers and I filled in wherever
   d. Expense/Salary Factor? I was asked to.
   e. Scholarship Aid?
   f. Other?
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Every day in the classroom.
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? all cont. areas, tchg. rdg., skills, tutoring
12. Do you enjoy your present job? Yes - I love it.
13. Is employment in an education related profession your first choice for a career? Yes
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? in-depth knowledge is necessary
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes - Rdg. Dept is extremely good.
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Disabilities (Dr. Walters)
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? Administration course.
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 8 yrs.
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? 1 yr
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education? Stay in Education - Keep right on Teaching Rdg. - I've applied to Rutgers for my Doctorate in English. I've taken all the courses here as my Master's that would be offered in Rutgers for a Rdg. doctorate - That's why I'm going for my Doctorate in English.

#5a It tremendously helped my teaching, especially now that I'm teaching the intermediate grades for the 1st time and I know enough now to teach the vocabulary in the text bk. Because the children are not rdg. at the level of the content area books.

b. I also tutor - part time - jr. high & high school ages for S.A.T.'s or to pass high school classes. I take on 1 child at a time for tutoring.

#14. Definitely, yes. Because undergrad. classes only give you basic knowledge of what's going on. This field gives you in-depth theory and knowledge of why you're teaching and what you're teaching & how to do it better. Clinic should be expelled upon - larger, more of it, more students, not necessarily cramming in more hours on your own time on Saturdays (2 extra or 3 extra times that were necessary that they did not tell you about) because I had a boy of about 15, trying to fit him into my schedule was crazy — totally inconvenient. Tell students before starting clinic that there will be a certain number of sessions so they can plan to attend those.

#15. Yes. I think the Rdg. Dept. is extremely good. I have taken other courses to compare at KCNJ, and they are poor in comparison. The people I've had in the Rdg. Dept. are super!

#16. As much as I hate to admit it, Dr. Walters teaches disabilities. I hated it when I had it but I use it all the time. I think his knowledge is superior.

#17. The administration courses - because I have no intention of going into administration so the only thing it gave me was an awareness of what my higher ups have to do.

Louis Alt
12/6/79
THURS. 5:00 P.M. KCNJ

Adjunct Prof. at KCNJ

Kean College of New Jersey
Department of Communication Sciences

approved
CJB

QUESTIONNAIRE
INTERVIEW

1. Sex? M
   Age? 31
   Marital Status? Married
   Head of Household? Yes
2. Date you received M.A. Degree/Reading Specialist Certificate? 6/77
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Rdg. Dept. Chairman + Classroom Teacher 6,7,8
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons? Yes
   b. Did you leave that position for a more specialized position?
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? Classroom Teach. 6,7,8. part-time an adjunct prof.
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Developmental Reading.
9. Why did you choose your present position?
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other? When applying for English position, needed Rdg too.
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Adjunct Prof in KCNJ + Rdg. Dept Chairman
12. Do you enjoy your present job? Yes, very much.
13. Is employment in an education related profession your first choice for a career? Yes wanted to help people. Primarily I wanted to be a lawyer
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? Yes wider range of occupational choice
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes. most definitely
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Administ. + Supervision Disabilities Clinics
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? Dr M [illegible]
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 10
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? 8
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?

I plan to approach it through a wait and see approach. I'm presently being considered in Rdg for a vice-principalship. My approach to administration in educ is that any administrative educator should be an instructional leader. I hope to have more time and resource

90

#3 - Partly because, if I didn't, I probably would have lost my job. I started off (first 2 yrs) as an English teacher - I decided that Eng. was not the field for me. I just couldn't take being the person who taught probably the least liked subject in school. Nobody liked Eng - they, thought it was dumb - grammar had no meaning to them - I was getting no personal satisfaction from it. I was frustrated. I was trained for that. I applied to different districts as an English teacher. I got a call, but they said they wanted me to primarily teach rdg. + 2 Eng. classes (3 rdg. classes). The other applicant had more rdg. courses, but I had 2 yrs of classroom experience. They offered me the job providing I take rdg. courses. I thought about the Rdg. cert., and as I got into it, I liked it and went on for the Master's Degree & Rdg. Spec. Cert.

#4 - I was a Rdg. Dept. Chairman and a classroom teacher of Developmental reading for grades 6,7,8

#5 - a. It affected my salary. I felt I was a better rdg. teacher. I became an advocate of content area rdg. I have the basis to make better classroom decisions. I am also now an adjunct professor here at RNJ.

#14. absolutely - first of all - there's a great variety of things you can go from with this type of degree - it's not very limited. You can go to be a guidance counselor, administrator, wider range of occupational choice.

#16 - Admin. + Super. Rdg. programs, Rdg. Disabilities, Clinic courses were most effective. Clinic II helped to learn to prepare lesson plans and lessons as a follow up to diagnosis.

#17 - Dr. Mazurkewicz's course - called techniques, but he set through 16 weeks of I.T.A. If he dropped the "s" off techniques it would be more aptly named!

#21 - to help teachers in the bldg. - to help rdg. in all classes.

Additional Comments -

I never pictured myself to be in front of a college class. I'm enjoying it. I'm a workaholic. 2 afternoons a week, I'm involved with developmental rdg. groups grades 6,7,8. Still, still rdg. classes here, plus 3 nights a week I'm working developmental rdg. classes and worked on Saturday.

Linda Pross
12/6/79
THURS.
7:00 P.M. - KCNJ

Kean College of New Jersey
Department of Communication Sciences

Adjunct Prof at KCNJ
approved
C J B

QUESTIONNAIRE
INTERVIEW

1. Sex? F
   Age? 33.
   Marital Status? SINGLE
   Head of Household? HALF
2. Date you received M.A. Degree/Reading Specialist Certificate? 6/78
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Rdg Consultant
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position? Advanced to be an Editor in.
   a. Did you alter your teaching methods, materials, lessons? Rdg.
   b. Did you leave that position for a more specialized position? Yes - for a promotion. Rdg. Coordinator
6. What is your present professional/occupational status? Adjunct Prof. at KCNJ.
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? Rdg. Spec. in Middlesex School district
   b. Unemployed -- but seeking employment, or, not presently seeking employment? also, an adjunct prof. at KCNJ.
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Rdg. Spec. for 6,7,8 graders in one Middle School.
9. Why did you choose your present position?
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other?
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Teaching + Construction tests for Project
12. Do you enjoy your present job? Yes, no doubt about it.
13. Is employment in an education related profession your first choice for a career? Yes no doubt about it. Climb + workshops. Presently waiting for State validation
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? Yes, if that's where their interests lay.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes Rdg + Spec. Ed
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Clinic I + Remediation of Basic Skills (TESTING + DIAGNOSIS)
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? CLINIC II (+ changed ons during the course I had had most of it in Spec. Ed.)
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? //
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? /
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?
    definitely

#3 - I already had my M.A. in Spec. Ed. I wanted to go into the area of Rdg. because I noticed that so many of the kids I was working with were having problems. At the time I had a stacked class and lot of them had serious rdg. problems.

#5 - I stayed as a Rdg. Consultant with the company. Then I eventually advanced to be an editor in Rdg. Based on the certification. I probably should add that shortly after I started my " program I became Rdg. Coordinator in Rumson, and used the information extensively while in that position. I was Rdg. Coordinator in Rumson, the whole time I was taking courses here. As a matter of promotion, when I got the Rdg. Certification I was already hired as a consultant. Then, I was hired as an editor.

#9 - The main reason was that I was getting tired of being hassled as a commuter. I was getting pulled too far away from actual work with and contact with kids (which is what I like to do) in the classroom. Being in a laboratory positions and writing things all day long from 8-5 was not my idea of being with kids. I really wanted to be back with kids and use some of the knowledge I had gained as having been a consultant and from observing teachers and seeing what was not being taught. I was idealistic and trusted teachers. Now I see that a lot of teachers do a lot of instructing as far as giving directions go, but there's not a great of substance that goes on in the actual teaching itself. Programs are not suited to kids. There are always excuses why kids are not doing very well. Nobody did anything about it. I'm being me and doing what I want to do.

#11 - I'm using it in tchg. and with a school district which is going through Federal validation of a project they've been working with for the past couple of years with compensatory educ. and regular classroom teachers with ~~[illegible]~~ cratesia testing. Right now I'm editing and using my Rdg. expertise. I've written quite a bit of the testing myself. It's fun taking all of my experiences together and using them. The tests will be used in our school district first. Then they will go out for national dissemination probably next year. State validation will hopefully come at the end of March, beginning of April. It's called Project Climb. Part of it is Rdg.; part of it is math. It's to be used for developmental rdg. Also, we've worked a lot with Rdg. in the content areas — workshops in elem., middle, and secondary schools.

#14 - Providing that's what they're interested in and that's what they want to do. Unfortunately, some people go into grad school to go up on the pay scale. Rdg. is a field where a great deal of insight is necessary & to be able to work with diagnosis & remediation. Otherwise a great disservice can be done to children if the teacher is not an insightful person. Insight can't be taught. You must use what you take from the courses. If interested in helping children by all means go into the field. Take out of the courses as much as you can. Interest, insight, knowledge must be consolidated and applied.

#15 (Elem. + Spec. Ed.) grad. KEDS in 1964 - got MA from Trenton State - went to grad. school here for supervisor Principal certification. Then came into the Rdg. Prog. SPEC ED. + RDG WAS HELPFUL

Julia Hall
12/7/79 - FRI.
12:00 - 12:15 PM.
VIA TELEPHONE.

Kean College of New Jersey
Department of Communication Sciences

approved
C JB

QUESTIONNAIRE
INTERVIEW

1. Sex? F
   Age? (30-45)
   Marital Status? Married
   Head of Household? NO
2. Date you received M.A. Degree/Reading Specialist Certificate? Jan. '78.
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Basic Skills Coordinator for EIC-Centre
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons?
   b. Did you leave that position for a more specialized position? Promoted but didn't have anything to do with certificate
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? Program Manager of the Educ. Services Program at EIC Centre
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Program Manager - An Administrative Position
9. Why did you choose your present position?
   a. Convenience of transportation?
   b. Advice of a friend? Julia also Does Private Consulting out of N.J. in Rdg. & Lang. Arts.
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other? A new venture for the Dept. of Educ.
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes - A great deal of consulting in the areas of Rdg. & Lang. Arts in the school districts in our Region
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Consulting.
12. Do you enjoy your present job? Yes
13. Is employment in an education related profession your first choice for a career? Yes
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? Yes - There's a crying need for Rdg. Specialists.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes - received good training & applying it.
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Administration + CLINIC I and II
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? —
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 10
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? Rdg. in the Secondary area 10
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?

Evaluation, nutrition, math, Lang. arts, and arts in education

More additional comments (continued) -

The programs must be language arts oriented. We have to realize that rdg., writing, listening, and speaking are all heavily inter-related and we do not do enough with all of these areas combined, at present - People who are working on their M.A. Thesis should be looking into language arts areas (rdg., writing, listening, speaking) because there is very little research done as it. The areas of writing, listening, & speaking is where the school districts need inform and direct aid.

#3 I was working as a Rdg. Teach. when it was covered under the old English certification - Working in and being interested in this area, already had a M.A. in Spec. Ed. & decided she needed more inform.

#9 - This was a new venture on the part of the Dept. of Educ. This is the place to be - EIC Central - where you'd want to continue any kind of learning experience. It gives you a perspective of what is actually happening in educ. because you get to see what is going on in more than just one district.

#14 - Yes, there is a crying need for Rdg. Spec. Also, there's a need for more people going into the Rdg. field with different varied perspectives in their backgrounds - bringing more to it.

#15 - A very good job for Julia. The thing that has to be dealt with with the program at KCNJ is that people go into administrative positions - they need more training and facilitation of programs, as the facilitator, and they need more inform. relative to the curriculum development and actual training of teachers need much more work. The program needs to deal more with helping the Rdg. Spec. to become a less critical-type person and begin to look at how we deal with Rdg. problems in the classroom.

#16 - Administration course was critical. Clinic I and Clinic II were most beneficial. Rdg. in the Secondary School (course taught by Maxine Pearce).

#17 - There were no courses from which she was not able to take away at least some information or new knowledge. Some courses were not the same as the other Rdg. Spec. had, because she already had her M.A. Degree when she came into the Rdg. Spec. Program.

#21 - Julia's responsibilities are in the area of evaluation, nutrition, math, lang. arts, and art in education. She's responsible for these areas being made available to students and teachers - all districts - in this area/region of 5 counties of the state of NJ. She may not deliver these specialized topics directly but she will make sure they are made available to the district areas involved.

Additional Comments -

Given the fact that most of the ~~research~~ today tells us that remediation has a limited effect, the rdg. people must be trained in preventative program and we've got to begin to look at students' learning modalities and specific environmental types of things so that we stop causing our own problem.

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

Chapter V consists of a summary. After a restatement of the problem and a description of the procedures used in the investigation, the findings and conclusions arrived at from the data collected are presented. Recommendations for further research are also included.

RESTATEMENT OF THE PROBLEM

Approximately 350 Reading Specialists have graduated from KCNJ since 1974. This follow-up study of these people attempted to determine: the number of Reading Specialists who were actually making use of their Reading Specialist Certificate; the capacity in which these people were or were not using the Reading Specialist Certificate; and the adequacy or inadequacy of the preparation procedures of KCNJ.

DESCRIPTION OF PROCEDURES USED

As a preliminary step in planning a follow-up study of KCNJ Reading Specialists who have graduated since 1974,

research was reviewed on other follow-up studies of college programs. Former Master Theses were reviewed. Research was done on questionnaire build-up, and questionnaires were then designed by the writer.

The oral, in-depth questionnaire (interview) was developed for a sampling of the respondents. After building up an oral questionnaire for interviews, a courteous, carefully constructed cover letter to explain the purpose of the study was developed. Revisions and corrections were made after a number of friends and relatives filled out the questionnaires.

The names and addresses of KCNJ Reading Specialists were sought, and finally obtained. Permission was obtained to have Dr. Bush receive all questionnaire responses. Questionnaires were mailed out on October 11, 1979.

The returned questionnaires were tallied, and percentages were arrived at. Responses were categorized. In-depth interviews were conducted and written up.

PRINCIPAL FINDINGS AND CONCLUSIONS

The initial six studies reviewed in Chapter II were of a controversial nature. There is no general consensus among the researchers that relate information gathered to patterns of aptitude and ability required by various types of occupations. Nor is there general consensus that there

is an effect upon the eventual educational and employment status of the subjects in their later lives of earlier training, experimentation, or remediation. These six follow-up studies were reviewed because the writer assumed that the procedures used, methods of gathering data, data-gathering instruments used, and assumptions and limitations imposed upon the majority of these studies to be similar to that of the present study.

The last six studies followed-up graduates of teachers' programs and surveyed them on biographical and work-related data. These were reviewed because they very closely paralleled the present study and they offered a means of comparison of the questionnaire response rate, which was from 43 percent to 69.5 percent. As compared with these studies, the questionnaire response rate of the present study was 43 percent. This compared favorably with the related research and literature that was reviewed in Chapter II.

One of the main objectives of this follow-up study was to seek the number of Reading Specialists who have graduated from KCNJ since 1974, who are actually making use of the Reading Specialist Certificate. Of the 150 respondents, 121, or 81 percent, reported back that they were presently making use of the Reading Specialist Certificate.

Another main objective of this follow-up study was to seek information about the capacity in which these same Reading Specialists were using the Reading Specialist Certificate. The greatest number, thirty-eight, or 25 percent, were Remedial Reading Teachers, who were testing, diagnosing, and remediating in the elementary schools.

The third important question raised was one that referred to the adequacy or inadequacy of preparation procedures of KCNJ. A clear majority of the respondents, 79 percent, felt adequately prepared for their present positions as a result of the education and training they received at KCNJ.

RECOMMENDATIONS FOR FURTHER RESEARCH

On the basis of the research done and of the findings, it is recommended that this study be replicated in another five years. In this way, KCNJ can maintain current information on its graduates and on their professional or occupational status.

An interesting statistic that was not drawn out from the study was to make a comparison of responses from those people who did not return their responses and those who did respond. Failing to assign code numbers to each questionnaire, it was not possible to ascertain whether or not a certain portion or strata of the sample population

responded. Assuming that the most successful members of the sample group responded, those who were not as successful probably did not bother to respond. This study was biased in this manner. It might be an interesting correlation to make on future questionnaire/follow-up studies.

SUMMARY

Chapter V summarized and presented conclusions arrived at from the data collected. It included a restatement of the problem, a description of the procedures used in the investigation, principal findings and conclusions, and recommendations for further research.

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APPENDIX

APPENDIX A

KEAN COLLEGE OF
NEW JERSEY
MORRIS AVENUE
UNION, N.J. 07083

October 5, 1979

Dear Graduate:

The Communication Sciences Department of Kean College of New Jersey is currently in the process of planning a follow-up study of its reading specialists who have graduated since 1974. The Department is especially interested in ascertaining the current professional status of these people in regard to the use/non-use of their reading specialist certification.

In order to obtain this information we are asking you to complete a questionnaire. We believe the results will be most interesting to all concerned; to you, as a graduate student who has completed reading specialist training at Kean College of New Jersey; to me, as a graduate student presently completing reading specialist training at Kean College of New Jersey; and to Kean College of New Jersey, to determine the number of those who are actually making use of their reading specialist certification.

We would appreciate your completing the questionnaire form and returning it to the Communication Sciences Department in the enclosed stamped, self-addressed envelope. A summary of questionnaire results will be sent to you after the study has been completed, if you so desire.

Thank you for your cooperation.

Sincerely yours,

Blossom Hatoff

Blossom Hatoff,
Graduate Student

APPENDIX B

Kean College of New Jersey
Department of Communication Sciences

Questionnaire

Please complete the following questionnaire. All replies will be held strictly confidential, and will in no way jeopardize the status and security of your position. Put an x in the appropriate box which most nearly corresponds to your answer, or, fill in question with a brief reply.

Please describe yourself in terms of the following: (Place an (x) where appropriate.

Sex: (M) (F) Age: (18-24) (25-29) (30-45) (45+)

Married ( ) Unmarried ( )

Head of Household (yes) (no)

_____ Date you received your Reading Specialist Certificate?
(date)

Why did you work towards your Reading Specialist Certificate?

_____

_____

What was your professional/occupational status at the time you received your Reading Specialist Certificate?

( ) Unemployed
( ) Working at _____
( ) Teaching _____
( ) Using any other special teaching certificate/degree
( ) Other _____

What is your present professional/occupational status?

( ) Employed full-time
( ) Employed part-time
( ) Employed part-time, seeking full-time employment
( ) Unemployed, but seeking employment
( ) Unemployed, not presently seeking employment

_____ If not employed in an education related profession, are you
(yes-no) presently seeking employment in an education related profession?

If employed -- full or part-time -- in an education related profession, please specify your present position.

_____

_____ Are you using your reading specialist training in your present
(yes-no) position?

APPENDIX B

If you are presently using your reading specialist training, in what capacity are you using it?

_____

_____ Do you enjoy your present job?
(yes-no)

_____ Is employment in an education related profession your first
(yes-no) choice for a career?

_____ Would you recommend a graduate student in Education to further
(yes-no) his/her studies in a reading specialization field, as you did?

Why? _____

_____

_____ Did education and training at Kean College of New Jersey
(yes-no) adequately prepare you for your present position?

_____ How many years of full or part-time experience, in education,
(years) have you had as of June, 1979?

_____ How many years of full or part-time experience, as a reading
(years) specialist, have you had as of June, 1979?

If you <u>were</u> employed in an education related profession <u>and</u> <u>are no longer so employed</u>, what is/are the reasons? Check all that are applicable.

( ) Decided to do further post-graduate study
( ) Decided not to work, a personal choice
( ) Inadequate income
( ) Lost my job, no need for me in that job at present
( ) Found another job more to my liking
( ) Decided that working in an education related profession was not what I really wanted to do
( ) Other

Do you plan to stay in or leave the field of reading/education?

_____

Any additional comments?

APPENDIX C

COPY OF ORAL QUESTIONNAIRE (INTERVIEW)

NOTES TAKEN DOWN DURING INTERVIEWS

APPENDIX C

Kean College of New Jersey
Department of Communication Sciences

QUESTIONNAIRE
INTERVIEW

88 approved C J B

1. Sex?
   Age?
   Marital Status?
   Head of Household?
2. Date you received M.A. Degree/Reading Specialist Certificate?
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate?
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons?
   b. Did you leave that position for a more specialized position?
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment?
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position.
9. Why did you choose your present position?
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other?
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position?
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it?
12. Do you enjoy your present job?
13. Is employment in an education related profession your first choice for a career?
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not?
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position?
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job?
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job?
18. How many years of full or part-time experience, in education, will you have had as of June, 1979?
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please?
20. If you <u>were</u> employed in an education related profession <u>and are no longer so employed</u>, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?

Kay Burns

APPENDIX C

Kean College of New Jersey Adjunct Prof. at KCNJ

Department of Communication Sciences

10:15–10:35 PM - KCNJ

Wed., 12/5/79

QUESTIONNAIRE

INTERVIEW

89 C

1. Sex? F
   Age? 45+
   Marital Status? M
   Head of Household? NO
2. Date you received M.A. Degree/Reading Specialist Certificate? Aug-75.
3. Why did you work towards your M.A. Degree/Reading Specialist Certification? self-improvement → Professional growth.
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? 1st gr. Teach
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons? Yes, it helped
   b. Did you leave that position for a more specialized position? Same position
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? 2nd grade + Adjunct Prof.
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. 2nd grade and Adjunct Prof. at KCNJ
9. Why did you choose your present position? * using Rdg-Spec. Cert. greatly here
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor? TUITION REIMBURSEMENT
   e. Scholarship Aid?
   f. Other? WANTED TO BE HOME WITH CHILDREN.
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Adjunct Faculty at Kean.
12. Do you enjoy your present job? Yes, Yes. Delightful!
13. Is employment in an education related profession your first choice for a career? YES
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? job opportunities in the Rdg. field – not in teaching field.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Comments - Pro - Con. YES
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Materials & Methods - Dr. Morrow
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? ~~Dr. Morrow - Material~~ all were ~~& Methods~~ valuable
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 9
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? 5 yrs
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?
22. Any additional comments? 110

Has earned 6th yr. cert.

I think highly of KCNJ I have been attending school here first.

#3. Had been teach. 1st grade for 8 yrs. & had only 1 undergrad. course in Rdg. up to time of School system wants prof. growth & provides tuition for such progress. The system wanted her to take more Rdg-courses. They helped her to teach Rdg. in 1st grade. Continued on for 30 extra credits in Rdg. got the M.A. Degree / Rdg. Spec. Cert. (6 year level)

#9. Wanted to be home with her children - originally wanted to substitute. Graduated in 1970 - Wanted to be a teacher; therefore, went through for her teacher's degree. Got a job easily at that time. Put 3 children through college. Was being reimbursed for her tuition by her system.

#22 - course they've offered at KCNJ. I've earned a 6th year certificate - the equivalent of 2. Master's Degrees!

APPENDIX C

Joan Horn
12/6/79
THURS.
3.45 P.M. Wilson School, Westfield, N.J.

Kean College of New Jersey
Department of Communication Sciences

.91

approved
C JB

QUESTIONNAIRE
INTERVIEW

1. Sex? F
   Age? 32
   Marital Status? Married
   Head of Household? equal input
2. Date you received M.A. Degree/Reading Specialist Certificate? 6/78
3. Why did you work towards your M.A. Degree/Reading Specialist Certification? Wanted a M.A. in something and Rdg. was most important for her teaching
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Teaching Elem-School
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position? Learned something from every single course. Transformed [illegible] teaching.
   a. Did you alter your teaching methods, materials, lessons?
   b. Did you leave that position for a more specialized position? TUTOR PART-TIME IN ADDITION to grade 4.
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment?
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Classroom Teach. gr. 4.
9. Why did you choose your present position?
   a. Convenience of transportation? I started in 2nd grade, mid-year (filled a vacancy). Then cause cut-backs and I filled in wherever I was asked to.
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other?
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? every day in the classroom.
11. If you are presently using your Reading Specialist Certificate/tchg. M.A. Degree, in what capacity are you using it? all content areas, rdg., skills, tutorial
12. Do you enjoy your present job? Yes - I love it.
13. Is employment in an education related profession your first choice for a career? Yes
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? in-depth knowledge is necessary.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes - Rdg. Dept. is extremely good.
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Disabilities (Dr. Walters)
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? Administration courses
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 8 yrs.
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? 1 yr.
20. If you <u>were</u> employed in an education related profession <u>and are no longer so employed</u>, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education? Stay in Education - keep right on teaching Rdg. - I've applied to Rutgers for my Doctorate in English. I've taken all the courses here as my Master's that would be offered in Rutgers for a Rdg. Doctorate - That's why I'm going for my Doctorate in English.

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#5a. It tremendously helped my teaching, especially now that I'm teaching the intermediate grades for the 1st time. and I know enough now to teach the vocabulary in the English because the children are not rdg. at the level of the content area books.

b. Dales tutor - part-time. jr. high & high school aged for S.A.T.'s or to pass high school classes I take on 1 child at a time for tutoring.

#14. Definitely, yes - Because undergrad. classes only give you basic knowledge of what's going on. This field gives you in-depth theory and knowledge of why you're teaching an what you're teaching & how to do it better - Clinic should be expanded upon - larger, more of it, more students, not necessarily cramming in more hours on your own time on Saturdays (2 extra or 3 extra times that were necessary tha they did not tell you about) because I had a boy of about 15, trying to fit him into my schedule was crazy — total inconvenient. Tell students before starting clinic that there will be a certain number of sessions so they can plan to attend those.

#15 - Yes. I think the Rdg. Dept. is extremely good. I have taken other courses to compare at KCNU, and they are poor in comparison - The people I've had in the Rdg. Dept. are super!

#16 - As much as I hate to admit it, Dr. Walters teaches disabilities - I hated it when I had it but I use it all the time. I think his knowledge is superior.

#17 - The administration courses - because I have no intention of going into administration so the only thing it gave me was an awareness of what my higher-ups have to do.

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Louis Alt
12/6/79
THURS. 5:00 P.M. KCNJ

Adjunct Prof. at KCNJ

Kean College of New Jersey
Department of Communication Sciences

QUESTIONNAIRE
INTERVIEW

93 C JB

1. Sex? M
   Age? 31
   Marital Status? Married
   Head of Household? Yes
2. Date you received M.A. Degree/Reading Specialist Certificate? 6/77
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Rdg-Dept Chair Classroom Teacher 6/77
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons? Yes
   b. Did you leave that position for a more specialized position?
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? Classroom Teach. 6/78. part-time as an adjunct prof.
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Developmental Reading.
9. Why did you choose your present position?
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other? When applying for English position, needed Rdg too.
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Adjunct Prof. in KCNJ + Rdg. Dept. Chairman in my Bldg
12. Do you enjoy your present job? Yes, very much.
13. Is employment in an education related profession your first choice for a career? Yes wanted to help people. Primarily I wanted to be a lawyer
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? Yes. wider range of occupational choice
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes. most definitely.
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Administ. + Supervision. Disability Clinic
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? Dr. M[illegible]
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 10
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? 8
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education?

I plan to approach it through a wait and see approach. I'm presently being considered in Eliz. for a vice-principalship. My approach to administration in educ. is that any administrative educator should be an instructional leader. I hope to have more time and resources

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[illegible] because, if I didn't, I probably would have lost my job. I started off (first 2 yrs.) as an English teacher. I decided that Eng. was not the field for me. I just couldn't take being the person who taught probably the least liked subject in school. Nobody liked Eng. They thought it was dumb — grammar had no meaning to them. I was getting no personal satisfaction from it. I was frustrated. I was trained for that. I applied to different districts as an English teacher. I got a call, but they said they wanted me to primarily teach rdg. + 2 Eng. classes (3 rdg. classes). The other applicant had more rdg. courses, but I had 2 yrs. of classroom experience. They offered me the job providing I take rdg. courses. I thought about the Rdg. Cert., and as I got into it, I liked it and went on for the Master's Degree & Rdg. Spec. Cert.

#4 - I was a Rdg. Dept. Chairman and a classroom teacher of Developmental reading for grades 6, 7, 8.

#5 - a. It affected my salary. I felt I was a better rdg. teacher. I became an advocate of content area rdg. I have the basis to make better classroom decisions. I am also now an adjunct professor here at KNJ.

#14 - absolutely - first of all - there's a great variety of things you can go from with this type of degree. It's not very limited. You can go to be a guidance counselor, administrator, wider range of occupational choice.

#16 - Admin. + Super. Rdg. programs, Rdg. Disabilities, Clinic courses were most effective. Clinic II helped to learn to prepare lesson plans and lessons as a follow up to diagnosis.

#17 - Dr. Mazurkiewicz's course — called techniques, but he sat through 16 weeks of I.T.A. If he dropped the "s" off techniques it would be more aptly named!

#21 - to help teachers in the bldg. — to help rdg. in all classes.

Additional Comments —

I never pictured myself to be in front of a college class. I'm enjoying it. I'm a workaholic. 2 afternoons a week, I'm involved with developmental rdg. groups grades 6, 7, 8. Study skill classes here, plus 3 nights a week I'm working developmental rdg. classes one worked in daily.

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Linda Pires
12/6/79
THURS.
7:00 P.M. KCNJ

Kean College of New Jersey
Department of Communication Sciences

Adjunct Prof at KCNJ

QUESTIONNAIRE
INTERVIEW

95 C

1. Sex? F
   Age? 33
   Marital Status? SINGLE
   Head of Household? HALF
2. Date you received M.A. Degree/Reading Specialist Certificate? 6/78
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Rdg. Consultant
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position? Advanced To be an Editor in
   a. Did you alter your teaching methods, materials, lessons? Rdg.
   b. Did you leave that position for a more specialized position? Yes - for a promotion. Rdg. Coord
6. What is your present professional/occupational status? Adjunct Prof. at KCNJ.
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? Rdg. Spec. in Middlesex School distr.
   b. Unemployed -- but seeking employment, or, not presently seeking employment? also, a adjunct prof. at KCNJ.
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Rdg. Spec. for 6,7,8 graders in one Middle Sch.
9. Why did you choose your present position?
   a. Convenience of transportation?
   b. Advice of a friend?
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other?
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Teaching + construct tests for Project
12. Do you enjoy your present job? Yes no doubt about it.
13. Is employment in an education related profession your first choice for a career? Yes no doubt about it - Climb = workshops
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? Yes, if that's where their interests lay.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes - Rdg. + Spec. Ed.
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Clinic I + Remediation of (testing + diagnosis) Basic Skills
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? CLINIC II (I changed jobs during the course I had had most of it
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? //
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? Spec. Ed.
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons?
21. Do you plan to stay in or leave the field of reading/education? definitely

3 - [illegible] had my M.A. in Spec. Ed. I wanted to go into the area of Rdg 96
because I noticed that so many of the kids I was working with were
having problems. At the time I had a stacked class and lot of them had
serious rdg. problems.

#5 - I stayed as a Rdg. Consultant with the company. Then I eventually
advanced to be an editor in Rdg. based on the certification.
I probably should add that shortly after I started my " program I be
Rdg. Coordinator in Rumson, and used the information extensively while
in that position. I was Rdg. coordinator in Rumson, the whole time I
was taking courses here. As a matter of promotion, when I got the
Rdg. Certification I was directly hired as a consultant. Then, I was hired a
an editor.

#9 - The main reason was that I was getting tired of being hassled as a commuter. I
was getting pulled too far away from actual work with and contact wit
kids (which is what I like to do) in the classroom. Being in a
laboratory positions and writing things all day long from 8-5 was not my
idea of being with kids. I really wanted to be back with kids
and use some of the knowledge I had gained as having been a consultant
and from observing teachers and seeing what was not being taught. I w
idealistic and trusted teachers. Now I see that a lot of teachers
do a lot of instructing as far as giving directions go, but there's no
a great of substance that goes on in the actual teaching itself. Program
are not suited to kids. There are always excuses why kids are not doing very wel
Nobody did anything about it. I'm being me and doing what I want to do

#11 - I'm using it in tchg. and with the school district which is going
through Federal validation of a project they've been working with for the
past couple of years with compensatory educ. and regular classroom teachers
with ~~[illegible]~~ cratesia testing. Right now I'm editing and using my Rdg.
expertise. I've written quite a bit of the testing myself. It's fun
taking all of my experiences together and using them. The tests will b
used in our school district first. Then they will go out for national
dissemination probably next year. State validation will hopefull
come at the end of March, beginning of April. It's called Project
Climb. Part of it is Rdg.; part of it is math. It's to be used for
developmental rdg. Also, we've worked a lot with Rdg. in the conte
areas — workshops in elem., middle, and secondary schools.

#14 - Providing that's what they're interested in and that's what they want to d
Unfortunately some people go into grad. school to go up on the pay scale. Rdg. is
a field where a great deal of insight is necessary & to be able to work with
diagnosis & remediation. Otherwise a great disservice can be done to children
if the teacher is not an insightful person. Insight can't be taught..
You must use what you take from the courses. If interested in helping child
117 by all means go into the field. Take out of the courses as much as you can
Interest & insight, knowledge must be consolidated and applied.

#15 (Elem. + Spec. Ed.) grad. KCNJ in 1964 - got MA (Spec. Ed.) from Trenton State - went to grad. school here for Supervisor
Principal certification. Then came into the Rdg. Prog. - SPEC. ED. + RDG. WAS HELPFUL.

Julia Hall
12/7/78 - FRI.
12:00 - 12:15 P.M.
VIA TELEPHONE.

Kean College of New Jersey
Department of Communication Sciences

QUESTIONNAIRE
INTERVIEW

approved
C JB

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1. Sex? F
   Age? (30-45)
   Marital Status? Married
   Head of Household? NO
2. Date you received M.A. Degree/Reading Specialist Certificate? Jan. '78
3. Why did you work towards your M.A. Degree/Reading Specialist Certification?
4. What was your professional/occupational status at the time you received your M.A. Degree/Reading Specialist Certificate? Basic Skill coordinator for EIC-Cent
5. After earning your M.A. Degree/Reading Specialist Certificate, did it affect your former position?
   a. Did you alter your teaching methods, materials, lessons?
   b. Did you leave that position for a more specialized position? Promoted but didn't have anything to do with certif
6. What is your present professional/occupational status?
   a. Employed -- full-time, part-time, part-time and seeking full-time employment? Program Manager of the Educ. Services Prog at EIC Centr
   b. Unemployed -- but seeking employment, or, not presently seeking employment?
7. If not employed in an education related profession, are you presently seeking employment in an education related profession?
8. If employed -- full or part-time -- in an education related profession, please specify your present position. Program Manager
9. Why did you choose your present position? An Administrative Position
   a. Convenience of transportation?
   b. Advice of a friend? Julia also Does Private Consulting out of N.J. in Rdg. & Lang. Arts
   c. Reputation of institution?
   d. Expense/Salary Factor?
   e. Scholarship Aid?
   f. Other? A new venture for the Dept. of Educ.
10. Are you using your Reading Specialist Certificate/M.A. Degree in your present position? Yes - a great deal of consulting in the areas of Rdg. & Lang. Arts in the school district in our Region
11. If you are presently using your Reading Specialist Certificate/M.A. Degree, in what capacity are you using it? Consulting.
12. Do you enjoy your present job? Yes
13. Is employment in an education related profession your first choice for a career? Yes
14. Would you recommend a graduate student in education to further their studies in a reading specialization field, as you did? Why? Why not? Yes - There's a crying need for Rdg. Specialists.
15. Did your education and training at Kean College of New Jersey adequately prepare you for your present position? Yes - received good training & applying it.
16. Which courses, experiences, or treatments at KCNJ proved to be of value to you, both on and off the job? Administration + CLINIC I A I
17. Which courses, experiences, or treatments at KCNJ proved to be of limited or of no value, both on and off the job? —
18. How many years of full or part-time experience, in education, will you have had as of June, 1979? 10
19. How many years of full or part-time experience, as a reading specialist, will you have had as of June, 1979? Comments, please? Rdg. in the Secondary area
20. If you were employed in an education related profession and are no longer so employed, what is/are the reasons? 10
21. Do you plan to stay in or leave the field of reading/education?

Evaluation, nutrition, math, Lang. Arts, and arts in education

The programs must be language arts oriented. We have to realize that rdg., writing, listening, and speaking are all heavily inter-related and we do not do enough with all of these areas combined, at present. People who are working on their M.A. Thesis should be looking into language arts area (rdg., writing, listening, speaking) because there is very little research done in the areas of writing, listening, & speaking as where the school districts need information and direct aid.

#3 I was working as a Rdg. Teach. when it was covered under the old English certification. Working in and being interested in this area, already had a M.A. in Spec. Ed. & decided she needed more inform.

#5 - This was a new venture on the part of the Dept. of Educ. This is the place to be - EIC Central - where you'd want to continue any kind of learning experience. It gives you a perspective of what is actually happening in educ. because you get to see what is going on in more than just one district.

#14 - Yes, there is a crying need for Rdg. Spec. Also, there's a need for more people going into the Rdg. field with different varied perspectives in their backgrounds - bringing more to it.

#15 - A very good job for Julia. The thing that has to be dealt with with the program at KCNJ is that people go into administrative positions - they need more training and facilitation of programs as the facilitator, and they need more inform. relative to the curriculum development and actual training of teachers needs much more work. The program needs to deal more with helping the Rdg. Spec. to become a less critical-type person and begin to look at how we deal with Rdg. problems in the classroom.

#16 - Administration course was critical. Clinic I and Clinic II were most beneficial. Rdg. in the Secondary School (course taught by Maxine Pearce).

#17 - There were no courses from which she was not able to take away at least some information or new knowledge. Some courses were not the same as the other Rdg. Spec. had, because she already had her M.A. Degree when she came into the Rdg. Spec. Program.

#21 - Julia's responsibilities are in the area of evaluation, nutrition, math, lang. arts, and art in education. She's responsible for the areas being made available to students and teachers — all districts — in this area/region of 5 counties of the state of NV. She may not deliver these topics but she will make sure they are made available to the district specifically areas involved.

Additional Comments -

Given the fact that most of the research today tells us that remediation has a limited effect, the rdg. people must be trained in preventative programs and we've got to begin to look at students' learning modalities and specific environmental types of things so that we stop causing our own problems.

TAPE OF RECORDED

APPENDIX E

READING SPECIALISTS - 1974

READING SPECIALISTS - 1975

READING SPECIALISTS - 1976

READING SPECIALISTS - 1977

READING SPECIALISTS - 1978

READING SPECIALISTS - 1979

* = DENOTES RETURNED/UNDELIVERABLE QUESTIONNAIRES

SEPARATE LIST OF GRADUATES WHOSE QUESTIONNAIRES WERE RETURNED/MARKED UNDELIVERABLE

READING SPECIALISTS - 1974

CATHERINE THERESA ALBANESE - 15 Rockhill Drive, Livingston, N.J. 07039
* LESLIE PHILIP BAHLER - 221 Silver Ave., Hillside, N.J. 07205
JOANN MARY BALSAMO - 19 Lombardy Place, Maplewood, N.J. 07960
BARBARA PRZYGORSKI BIRCH - 18 James Ave. Kendall Park, N.J. 08824
[illegible]CY BETH BOOTH - 744 Rahway Ave. Elizabeth, N.J. 07202
DOROTHY HAUER BOYLAN - 15 Anderson St.,Monmouth Beach, N.J. 07712
PATRICIA ANN BYRNE - 138-A Hancock Ave. Nutley, N.J. 07110
JOSEPH ROBERT CAPORASO - 26 Jaqques St. Elizabeth, N.J. 07201
LASE STRAHAN CASSIDY - 425 Mountain Ave. Westfield, N.J. 07090
* MARY JANE PASELER COHN- 70 Sweet Briar Dr. Clark N.J. 07066
TIMOTHY ALAN CORTRIGHT_ 4 Orchard Ave., No. Plainfield, N.J. 07060
* LENA SIGNORETTA DECINA- 450 W. End Ave., Plainfield, N.J. 07060
DONNA MARIE DE PASQUALE- 1744 Patton Road, Union, N.J. 07083
* ADELE KRIVIT FELDMAN- 2684 Deer Path, Scotch Plains, N.J. 07076
LOUIS J. FERRARO-274 Essex St. Stirling, N.J. 07980
MAY E. FISHER- 67 Westminster Road Colonia, N.J. 08872
MIRRUM MOSELY FLEMING- 103 Chancellor Ave., Newark, N.J. 07112
ADELE MARIE FLYNN- 829 Tudor Court Toms River, 08753
* SHARON BRENDA GALLOF- 1672 Walker Ave. Union, N.J. 07083
* LILLIAN GIORDANO- 29 D Parkview-Madison, Lawrence Harbor, N.J. 08879
DOROTHY MARY GOELLER - 184 Park Place, Irvington, N.J. 07111
BARBARA ISELBORN GOLDBERG - 262 Chestnut St., Union, N.J. 07083
MARILYN BASTIAN HAWRYLIK- 68 Liberty St., Clark, N.J. 07066
ELIZABETH STANOPOLIS HEUSER- 713 Roesener Drive, Union, N.J. 07083
CAROLYN JUNE HEYWOOD- 1493 Vauxhall Rd., Union, N.J. 07083
STUART L. HORTON-BILLARD 111- 135 Madison Ave., Elizabeth, N.J. 07201
MARY LOU BOWMAN HUFFMON - 64 Glenwild Rd., Madison, N.J. 07940
B. CATHARINE CARRICK JOHNSON - 575 Grove St., Clifton, N.J. 07013
JOAN DIXON JOHNSON - 23 Dickerson Drive, Piscataway, N.J. 08854
* S[illegible]RLEY EPSTEIN KAPLAN - 725 Fernmere Ave., Interlaken, N.J. 07712
N[illegible]A HOGGARD LAMB - 25 Clifton Ave., Newark, N.J. 07104
BEVERLY J. LANCZ - 27 Darby Rd., East Brunswick, N.J. 08816
EDWARD JOHN LANGAN - 172 Starling Ave., Freehold, N.J. 07728
HARRIET ELLNER LEWIS - 26 Judith Pl., Edison, N.J. 08817
BERNICE A. LUXEMBURG - 21 Rahway Rd., Millburn, N.J. 07041
MILDRED RAIMO MANESS - 80 Elm Rd., Caldwell, N.J. 07006
KATHRYN SCANLON MCELDOWNEY - Old Farm Rd., White House Station, N.J. 08889
JOANNE ELAINE MESONAS - 1-A Thornall St., Edison, N.J. 08817
KATHLEEN FORSYTHE MONCHEK - 38 Mayfield Lane, Piscataway, N.J. 08854
ELIZABETH M. NESSLER - 39 Belmont Ave., Bayville, N.J. 08721
MAUREEN ELIZABETH O'KEEFE - 80 Roanoke St., Woodbridge, N.J. 07095
VIRGINIA MARGAVITCH PAYNE - 516 Hazelwood Ave., Middlesex, N.J. 08846
BRENDA LEE ROOBERG - 17 Norton Road, Monmouth Junction, N.J. 08852
CAROL FLEMING SCHEMBRE - 432 W. Chestnut St., Westfield, N. J. 07090
CAROL ANN SCHMELTER - 36 Rico Ave., Toms River, N.J. 08753
RHODA GOLDBERG SILET - 32 Bushnell Rd., Old Bridge, N. J. 08857
DONALD P. SLIMOWITZ - 18 W. Lawn Rd., Livingston, N.J. 07039
SHAREY FEINS SLIMOWITZ - 18 W. Lawn Rd., Livingston, N. J. 07039
RHODA LUSTER SUCHAR - 18 Nagle Dr., Somerville, N.J. 08876
LESLIE CALAMARI TINNEY - 2 Teale Pl., Bayville, N.J. 08721
HANNE JENSEN WALSH - 238 Prospect St., Westfield, N.J. 07090
LOIS C. WHALEY - 428 W. Broad St., Westfield, N.J. 07090
PATRICIA DOUGHERTY WILLIAMS - 512 S. Riverside Dr., Neptune, N.J. 07753
DOROTHY SILBERMAN ZIDEL - 27 Tudor Court, Springfield, N.J. 08081

READING SPECIALISTS - 1975

ADELE KRANTZ BERNSTEIN - 33 Wingate Dr., Livingston, N.J. 07039
DALE S. BISHKOFF - 84 Fellswood Dr., Livingston, N.J. 07039
KATHLEEN MARIE BOYLE - 512 Adams St., Linden, N.J. 07036
[illegible]DA LOVELL BRADLEY - 8 A Taylor Ave., East Brunswick, N.J. 08816
*[illegible]REN KLECKNER-BRILL - 8 A Edgemere Dr., Matawan, N.J. 07747
BETTY TODD BUTLER - 13 Juniper Lane, Piscataway, N.J. 08854
JANE CIRILLO - 61 Wick Dr., Fords, N. J. 08863
BETTY CROSBY COBB - 14 Northview Terr., Maplewood, N.J. 07040
WINIFRED DAVIS COHEN - 821 Jersey Ave., Elizabeth, N.J. 07202
*JEAN MARIE COLRICK - 60 E. Park St., East Orange, N.J. 07017
JOANNE DIETZ - 216 Wayside Rd., Neptune, N.J. 07753
LOUISE HENDRY DODA - 6 Christopher Court, Edison, N.J. 08817
*KELAINE BURGER DONOVAN - E 7 Sutton Dr., Matawan, N.J. 07747
SUSAN PRRY EARLS - 12 Oakridge Rd., West Orange, N.J. 07052
*KAREN A. FELLER - 292 Winthrop Terr., South Orange, N.J. 07079
*MARCIA WATSON FISHER - 176 Millstone Rd., Somerville, N.J. 08876
MARGARET RUTH FLISSER - 645 Amherst Rd., Linden, N.J. 07036
WINCHESTER VINCENT FORGEY - Box 301 A, RD 1, Flemington, N.J. 08822
ROSE CALADRILLA FURBECK - 14 Nancy Circle. Edison. N.J. 08817
EILEEN ANNE GELLNER - Cross Way - Union Gap Village, Clinton, N.J. 08809
SANDRA MARIE GERRITY - 5 Skitka Ave., West Carteret, N.J. 07008
HARRIET FURST GINSBERG - 2 Winfield Way, Springfield, N.J. 07081
JOAN DASHOFF GOLLIN - 167 Walker Rd., West Orange, N.J. 07052
ROSE MARIE GORRICK - 108 Elizabethtown Court, South Plainfield, N.J. 07080
JOAN L. GREVATT - Montclair School System, Montclair, N.J. 07042
*LINDA MARGARET HALAS - 41 Gurley Rd., Edison, N.J. 08817
*LESLIE SUE HARRIS - 536 Valley Rd., Watchung, N.J. 07060
ROSALIE S. HAYEK - Brookside Rd., Clarksburg, N.J. 08510
*CATHERINE FEHON HERBST - 34 Midwood Terr., Madison , N.J. 07940
[illegible]DITH ANN HUMIENIK - Jamestown Village, Walnut St.,Toms River, N.J. 08753
VIRGINIA SMITH HUTCHINSON - 48 St. Marks Place, Staten Island, N. Y. 10301
JERUE N. IRONS - Star Route, Carr's Tavern Rd., Clarksburg, N.J. 08510
PICCOLA C. JACKSON - 135 Delaware Ave., Colonia, N.J. 07067
JANET PENRIN JAWORSKI - 8 Frederick Place, Morristown, N.J. 07960
*SANDRA JEAN KAHN - LEVINE - 1776 Sweetbriar Dr., Clark, N. J. 07066
BARBARA DEMPSKI KAPLAN - 400 Montauk Dr. Westfield, N.J. 07090
*JOANNE CEBULEWSKI KOBUS - 67-A Southbrook Dr., Eatontown, N. J. 07724
*KATHLEEN MARY KOHLER - 788 Hamilton St., Apt. 3J, Rahway, N.J. 07065
*BARBARA JEAN KRYSIAK - 540 Rosewood Terr., Linden, N.J. 07036
KAREN EVE LEWIS - 2368 Bryant Ave., Scotch Plains, N.J. 07090
HELEN FLOOD MAAG - 46 Springview Dr., Parsippany, N.J. 07054
*PATRICIA HARPER MASCARITOLO - 480 Brookside Place, Cranford, N.J. 07016
REGINA ELIZABETH MAURO - 290 Brighton Ave., Staten Island, N. Y. 10301
CAMILLE B. MULLALLY - 33 Taras Drive, Fords, N.J. 08863
MARY LOUISE O'REILLY - 30 Girard Ave., East Orange. N.J. 07017
EDNA ROSEMARIE OVERY - 60 Congressional Parkway, Livingston, N.J. 07039
MARY LOU MCKAY PURPURA - 62 Derwent Ave., Verona, N.J. 07044
ADELAIDE ELIZABETH RAMSAY - 28 Burnett Terr., Maplewood, N.J. 07040
ANNA ROSE RIVELEY - 778 King George Rd., Fords, N.J. 08863
LESLIE ANN ROBINS - 618 Clark St., Westfield, N.J. 07090
*RITA MILLSOM RYOR - 4 Plymouth Rd., Morristown, N.J. 07960
MAUREEN ANN SOUTHER - 420 River Rd., Chatham, N.J. 07928
RUTH A. STERN - 9 Allen Court, Ramsey, N.J. 07466
SUSAN STONE - 1501 Bel Aire Court East, Pt. Pleasant, N. J. 08742
*CAROL ANNE SUMNER - 14 Hickory Place, Livingston. N.J. 07039
[illegible]ERLY ANN SWANSON - 619 Pennlyn Pl., Bridgewater, N.J. 08807
BARBARA ALWORTH SWASEY - 2 Carson Rd., Budd Lake, N.J. 07828
HARRIET G. TESSE - 116 Briar Hills Circle, Springfield, N.J. 07081
ANGELA AQUILINA TREAT - 238 E. Second Ave., Roselle, N.J. 07203
JOY EILEEN WILLIAMSON - 28 A Cottonwood Lane, Old Bridge, N. J. 08857
FRANCEEN ZMIGRODSKI - 345 Cobb Way, Avenel, N.J. 07001

LOIS ELAINE ACKERMAN - 1690 Walker Ave., Union, N.J. 07083
SUSAN A. ADRIANCE - 626 Arlington Ave., Westfield, N.J. 07095
CAROLYN ALLEN - 666 Belmont Ave., Newark, N.J. 07108
* PHYLLIS NATALIE BARON - 68 Stony Hill Rd., Eatontown, N.J. 07724
CARMEN MARY BARDONE - 618 Montgomery St., Elizabeth, N.J. 07202
* DIANE S. BELL - 1320 Cellar Ave., Clark, N.J. 07066
ANNE MARIE BENNIS - 97 Laurel St., Port Reading, N.J. 07064
GRACE TEVNAN BRENNAN - 829 Wyoming Ave., Elizabeth, N.J. 07208
ARTHUR NICHOLAS CAFARO - 13 Overlook Terr., Bloomfield, N.J. 07003
JOSEPHINE G. CALVARUSO - 563 Yorktown Rd., Union, N.J. 07083
LINDA A. CASEY - 263 Green St., Woodbridge, N.J. 07095
ROCHELLE HYMAN CASSIE - 103 Lake Ave., Brielle, N.J. 08730
ANN J. CATENA - 476 Joralemon St., Belleville, N.J. 07109
CATHERINE D. CHIRICO - 27 Lenhome Dr., Cranford, N.J. 07016
HANA B. COFSKY - 20 Lenhome Dr., Cranford, N.J. 07016
* JANICE LITWIN COHEN - 1772 Manor Dr., Irvington, N.J. 07111
NANETTE CONTE - 323 John St., Elizabeth, N.J. 07202
* ELAINE JOYCE CONWAY - 153 Maple Ave., Berkeley Heights, N.J. 07922
JO ANN MARIE ELIA COWING - 121 Morris Turnpike, Randolph, N.J. 07869
JOAN R. D'ANDREA - 45 Niles Ave., Madison, N.J. 07940
JO-ANN MARIE DORIO - 70 Lincoln Bend, Clark, N.J. 07066
LOIS MARIE DUTCHER - 76 De Mott Ave., Clifton, N.J. 07011
KATHLEEN CLARK FERRULLO - 19 Spencer St., Edison, N.J. 08817
ARLENE T. FINK - 50 Harman Rd., Edison, N.J. 08817
* BARBARA BELLA FLEIT - 1 Webster St., Irvington, N.J. 07111
BEVERLY RUTH FREEDMAN - 4 Lakeview Rd., Deal, N.J. 07723
MARTIN MARK GALANTY - 284 Kennedy St., Iselin, N.J. 08830
* SALVATORE JOSEPH GARAIO - 45 Mt. Pleasant Village, Morris Plains, NJ. 07950
SUSAN HOPE GOLDBERG - 70 King St., Hillside, N.J. 07205
PAULA GOLDSTEIN - 3589 S. Ocean Blvd, Palm Beach, Florida 33480
* LOUISE GORSEGNER - 66 Jefferson St., Red Bank, N.J. 07701
PATRICIA BURKE GOVAN - 936 Kilsyth Rd., Elizabeth, N.J. 07208
JOAN L. GREVATT - Montclair School System, Montclair, N.J. 07042
* ADA S. GROSSMAN - 18 Penn St., Fords, N.J. 08863
SUSANNE PIATEK GROVER - 49 Palisade Rd., Linden, N.J. 07036
EILEEN RACHEL GUARNIERI - 55 Hubbard Ave., Red Bank, N.J. 07701
SR. ANNE D. HALPIN - 1212 Kelly St., Union, N.J. 07083
PATRICIA ANN HARGROVE - 303 Halsted St., East Orange, N.J. 07018
HELEN CARMELA IMPERATO - 48 Winding Way, Stirling, N.J. 07980
BARBARA ELLEN KIMLESS - 39 Hickory Rd., Colonia, N.J. 07067
* ANITA PHYLLIS KOSOFSKY - 1501 Roosevelt Ave., Carteret, N.J. 07008
LYNN A. KROLIN - 3412 Village Dr., Avenel, N.J. 07001
EDWIN LEON KUNKEL - R.D. 1 - Box 259, Basking Ridge, N.J. 07920
MARGARET MARY LEOLA - 1321 Curtis Ave., Pt. Pleasant, N.J. 08742
NANCY B. LEVINE - 1 Shelley Terr., West Orange, N.J. 07052
BARBARA F. LEVINSON - 1214 Foothill Way, Mountainside, N.J. 07042
PATRICIA REITENAUER LEWIS - 21 Wilson Rd., Middlesex, N.J. 08846
CAROL E. LINN - 51 Washington Ave., Chatham, N.J. 07928
ROGER S. O'BERC - 27 Seymour Terr., Piscataway, N.J. 08854
DOROTHY WILMA OEHLKE - 409 Stockton Ave., Roselle, N.J. 07203
MARGARET MARIE OREFICE - 29 Monroe St., West Long Branch, N.J. 07764
IRENE JUZWICK POLOSKY - 10 Baker St., Iselin, N.J. 08830
KATHRYN LYMAN RANSOM - 16 Bell Terr., Bernardsville, N.J. 07924
P. LYNN RICKARD - 25 Nottingham Rd., Edison, N.J. 08817
HARRIET PAGET RITZER - 28 Springbrook Rd., Livingston, N.J. 07039
BENEDETTA RUBIN - 23 Vetrone Drive, West Paterson, N.J. 07424
FRANCES L. SIKANOWICZ - 2417 Park Ave., South Plainfield, N.J. 07080
LINDA JULIANO SIMON - 2 Ropes Place, Newark, N.J. 07107

CAROL ANN SMITH - 9 Brookside Court, Colonia, N.J. 07067
SANDRALEE SPICE - R.D. 3 - Box 431-A, Newton, N.J. 07860
JOANNE HENNESSEY STAAB - 139 Kensington Ave., Colonia, N.J. 07067
ESTHER TRAVISANO - 1013 Galloping Hill Rd., Elizabeth, N.J. 07208
ANGELA AQUILINA TREAT - 238 E. Second Ave., Roselle, N.J. 07203
MARY CAROLYN WALSH - 34 Mary Knoll Rd., Metuchen, N.J. 08840
ALFRED CHARLES WELENOFSKY - 140 Columbia Ave., Nutley, N.J. 07110
* GEORGIA IRENE WENK - 1276 Biscayne Blvd., Union, N.J. 07083
* CAROL PARENTE ZIZNEWSKI - 125 Fifth St., Edison, N.J. 08817
* RUTH-ANN ZIZNEWSKI - 77 Van Buren Ave., Metuchen, N.J. 08840
FRANCEEN ZMIGRODSKI - 345 Cobb Way, Avenel, N.J. 07001

READING SPECIALISTS - 1977

CAROLYN ALLEN - 666 Belmont Ave., Newark, N.J. 07108
LOUIS ALBERT ALT - 710 Franklin Terr., Roselle, N.J. 07203
EUGENE TATEM ANDROVICH - 912 Washington Ave., Linden, N.J. 07036
BARBARA ANN BARNES - 19 Southfield Rd., Edison, N. J. 08817
BRENDA JACQUELINE BERNARD - 1118 Chandler Ave.. Roselle, N.J. 07203
LOIS M. BERTUGLIA - 155 Harrison St., Bloomfield, N.J. 07003
MARY GARDINER BOCCUZZI - 140 Valentine Pl., Woodbridge, N.J. 07095
JANE S. BRIEF - 5 Parkwood Court, Edison. N.J. 08817
ELIZABETH FROMENT BROWN - Treadwell Ave., Convent Station, N.J. 07961
JUDITH A. BATTISTA BRUGGER - 1029 Elm Terr., Rahway, N.J. 07065
JANIS B. BRUNO - 48 Hunterton Rd., West Orange, N. J. 07052
DARLENE FRANCES CAMPANA - 109 Dunham Ave., So. Plainfield, N. J. 07080
MAGGIE I. CARMICHAEL - 63 Sheppard Ave., Newark, N. J. 07112
JOANNE LISANTI CATALINE - 2743 Linwood Rd., Union, N. J. 07083
JOAN DEL VECCHIO CICHALSKI - 112 Church St., Little Silver, N. J. 07739
LILLIAN C. CIUFFREDA - 1908 Colonial Gardens D, Avenel, N. J. 07001
* LINDA B. COHEN - 37 Highland Ave., Fair Haven, N. J. 07701
VIVIAN SLOAN COLETTI - 35 Deerfield Rd., Parlin, N. J. 08859
JOSEPHINE T. DE PALMA - 31 Front St., Denville, N. J. 07834
ESTHER KIRSCHNER EAGLE - 164 Mason St., Metuchen, N. J. 08840
JOYCE POLONKO ESPOSITO - 17 Dryden Terr., Short Hills, N. J. 07078
* ETHEL BUSH FINKEN - 710 Van Buren Ave., Elizabeth, N. J. 07201
DOROTHY FOULKS - 200 Jensen Ave., Rahway, N. J. 07065
JEAN GOLDMAN - 31 Hollis Rd., East Brunswick, N. J. 08816
PATRICIA MARY GRANTUSKAS - 256 Murray St., Elizabeth, N. J. 07208 (Apt. 2)
MONICA SADOWSKI HAKALA - 10 Lenhome Dr. No., Cranford, N. J. 07016
JANET ELIZABETH HANLEY - 23 Polk Ave., Carteret, N. J. 07008
ANNIE M. HARRELL - 375 Wainwright St., Newark, N. J. 07112
MARY ANN HEATH - 69 Woodland Ave., Fords, N. J. 08863
AGNES SCHILLING HEBLER - 178 Monmouth Rd., Navesink, N. J. 07752
JOANNE GRABOWSKI HOF - 1434 Dunn Parkway, Mountainside, N. J. 07092
* LAUREN AVA HUNTER - 28-B Colfax Manor Gardens, Roselle Park, N. J. 07204
* AMY EISENHANDLER KARGAUER - 18 Manor Boulevard, Spotswood, N. J. 08884
BONNIE GOLDEN KESSLER - 381 Sanford Ave., Hillside, N. J. 07205
CHERYL ANN KLING - 37 Front St., Jamesburg, N.J. 08851
CHRISTINE OLSEN KOLARSICK - 110 Nesbit Terr., Irvington, N. J. 07111
MARGARET FOX LAPE - 16 Clover St., Elizabeth, N. J. 07202
* LORINDA LASUS - 1190 Lake Ave., Clark, N. J. 07066
* PATTY BROOKS LEACH - 91 Jefferson Ave., Maplewood, N. J. 07040
MAUREEN M. LUKASZEWSKI - 110 Willow Run, Old Bridge, N.J. 08857
RAYNA WEINGART MARTUCCI - 112 Harvard Rd., Linden, N. J. 07036
BEVERLY ANN MASULLO - 58 Hickory Rd., Nutley, N. J. 07110
MARLENE GUBIN MILDEN - 49 Frederick Pl., Old Bridge, N. J. 08857
HELEN M. MUDRAK - 10 Grant Ave., Carteret, N. J. 07008
MARIA NARDONE - 120 No. Spring St., Bloomfield, N. J. 07003
DIANE ELAINE NEAL - 110 Hansen Ave., Piscataway, N. J. 08854
DOROTHY WILMA OEHLKE - 409 Stockton Ave., Roselle, N. J. 07203
JEANNE MARIE PASKO - 217 Myrtle Ave., Irvington, N. J. 07111
DIANE PAULINE PFISTER - Franklin Greens - Apt. 21-H, Somerset, N.J. 08873
FLORA ILENE PRESS - 17 Devon Rd., Edison, N. J. 08817
CHARLETTE MAE SCHEIPER - 210 Vandozer St., Staten Island, New York 10301
GAIL FRIEDLAND SCHWARTZ - 618 Carleton Rd., Westfield, N.J. 07090
* ELIZABETH SENTNER - 1907 Greve Ave., Spring Lake Heights, N. J. 07762
PATRICIA MARIE SHEA - 24 Greencroft Ave., Staten Island, New York 10308
MICHAEL BRIAN SKELTON - 17 Harpers Ferry Rd., Toms River, N. J. 08753
JEANNE PATRICIA SULLIVAN - 1932 Pinemeadow Ave., Toms River, N. J. 08753
GEORGIA HOLSTON TILLER - 29 Nancy Lane, Piscataway, N. J. 08854
JANET ELAINE WALTER - 16 Surrey Court, Toms River, N.J. 08753
PAULINE GOLDA WESTPHAL - 41 W. Munson Ave., Dover. N.J. 07801

DONNA FRUZYNSKI BALDWIN - 875 18th Ave., Irvington, N. J. 07111
NANCY CAROL BARRETT - 211 Golf Edge, Westfield, N. J. 07090
MARILYN PODELSKY BERNSTEIN - 305 Martin Rd., Union, N. J. 07083
CHRISTOPHER BLEJWAS - 4001 Park Ave., Edison, N. J. 08817
PAULA GETZ BOYAR - 1836 Quaker Way, Union, N. J. 07083
GLORIA FERREIRA BRACKMAN - 100 Vance Ave., Lavallette, N. J. 08735 or Ridgeway School, Lakehurst, N.J. 08733
ANTOINETTE BRESCHER - 24 Orchard Rd., Florham Park, N. J. 07932
JUDITH EGAN BRUCKNER - 321 Benson Pl., Westfield, N. J. 07090
JUDY CORUM CONWAY - 9 Elray Rd., Morris Plains, N. J. 07950
EILEEN ANN CROWLEY - 1710 Unionport Rd., Bronx, New York 10462
LINDA MANCUSO DE GERONIMO - 39 Gurley Rd., Edison, N. J. 08817
*BARBARA E. DREYER - 259 Kawameeh Dr., Union, N. J. 07083
JANE HIGHT EDMUNDS - 1024 Boulevard, Westfield, N. J. 07090
ALBERTA SPEIDEL EVANS - 205 Short Hills Drive, Bridgewater, N. J. 08807
BARBARA LEE FINKEL - 12 Falcon Dr., Edison, N. J. 08817
MEREDITH ANNE MARTINDAL GEHRKE - 130 Center Ave., Chatham, N. J. 07928
CAROL D. GIBBONS - 5 Schelly Drive, New Monmouth, N. J. 07748
SUSAN GREEN GOLDBERG - 70 King St., Hillside, N. J. 07205
JULIA M. HALL - R.D.#1 Halsey-Reed Rd., Cranbury, N. J. 08512
HELEN STEFURA HANSEN - 105 Bedford Ave., Iselin, N. J. 08830
JOAN MARIE HORN - 189 Watchung Terr., Scotch Plains, N. J. 07076
JOYCE DIANE HUBER - 42 Emerson Rd., Clark, N. J. 07066
SUSAN GERRITY ITZKOWITZ - 92 East End Ave., Shrewsbury, N. J. 07701
SUSAN ALEXIS JONACH - 58 Hamilton St., Madison, N. J. 07940
BEVERLY GLASGAL KAYE - 19 Slayton Dr., Short Hills, N. J. 07078
ELIZABETH SPRINGSTEAD KENDRICK - 14 Linda Ave., Colonia, N. J. 07067
RANDI LENORE KOPNICKI - 2411 Seneca Rd., Westfield, N. J. 07090
SHARON NELSON LAUGEL - 27 Pavonia Ave., Kearny, N. J. 07032
*MARION MC CARTHY LAVIN - 39 Elm St., Elizabeth, N. J. 07208
MURIEL STEIN LEVINE - 81 Springbrook Rd., Livingston, N. J. 07039
CAROL HOZORE LIST - 47 Watchung Ave., Upper Montclair, N.J. 07043
CYNTHIA Y. LIU - 715 Kimball Ave., Westfield, N. J. 07090
ANNA CHOROWIEC LUKJANCZUK - 177 Clay St., Milltown, N. J. 08850
SHERYL WILBERT MC GILL - Picatinny Arsenal Quarters-32510, Dover, N. J. 07801
JOANNE MARIE OTLOWSKI - 611 Melrose Ave., South Plainfield, N. J. 07080
*DONNA FRANCES PADUANO - John Adams Jr. High School, Metuchen, N. J. 08840
CELESTE MARY RACANO - 113 Cleveland Ave., Colonia, N. J. 07067
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JACQUELINE BAYUK SAMUELS - 3 Lexington Dr., Metuchen, N. J. 08840
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MOLLIE SHARPE SMITH - 23 Chancellor Ave., Newark, N. J. 07112
SHARON ANNE SMITH - 119 Woodland Ave., Tenafly, N. J. 07670
GERALDINE FRANCES STECKROTH - 26 Winding Way, Little Silver, N. J. 07739
MAUREEN BRADY STRYKER - 251 Cedar St., North Plainfield, N. J. 07060
ROBIN ALLYN TOGNO - 116 Stonegate Lane, Stanhope, N. J. 07874
SALLY GWEN TURNER - 764 Springfield Ave., C-1 Summit, Summit, N.J. 07901
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RUTH E. VINE - 36 University Drive, East Brunswick, N. J. 08816
PHYLLIS CHRISTINE WILSON - 53 New Brunswick Ave., Matawan, N. J. 07747
CHRISTINE MARIE WINFIELD - 50 Rockview Ave., North Plainfield, N. J. 07060

READING SPECIALISTS - 1979

RHODA S. ALEXANDER - 47 Idlebrook Lane, Matawan, N. J. 07747
MARCIA MINDY BARTOLF - 44 Crest Circle, Matawan, N. J. 07747
JANE POSTICH BERGMAN - 111-B Minebrook Rd. Edison, N. J. 08817
JEANNE KREIDER BOSAK - 467 Rolling Hills Rd., Somerville, N. J. 08876
VIRGINIA CURATO BRATUS - 7 Kenneth Ave., Parlin, N. J. 08859
SANDRA JO TRUFALO BUCOSSI - 309 Second Ave., Bradley Beach, N. J. 07720
SANDRA RUSSELL CARNEY - 556 Prospect St., Maplewood, N. J. 07040
COLUMBIA ANN CASTELLANO - 323 No. Sixth St., Newark, N J. 07107
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ELOISE M. COX - D-15 Sturbridge Sq. Apts., Blacksburg, Va. 23060
SHERILYN JAN D'ARRIGO - SWORDS - RD-1, Frenchtown, N. J. 08825
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JERRY SALVATORE FILANGIERI - 227 W. Belmont Ave., Belleville, N. J. 07109
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SUSANNE LOIZEAUX GIBSON - 1838 Rangewood Court, Plainfield, N. J. 07060
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LORRAINE GILROY - 1766 Watchung Rd., Plainfield, N. J. 07062
RUBY MC KENZIE HAYGOOD - 233 No. Oraton Pkwy., East Orange, N. J. 07017
JEAN S. HECHT - 2120 Apollo St., Ocean, N. J. 07712
ANN MARIE RUDO HOWLEIT - 955 Lake Ave., Clark. N. J. 07066
MARY ANN C. JOHNSON - 23 Hill Drive, Neptune, N.J. 07753
JOAN MC VEY KAHN - 200 Embree Court, Westfield, N. J. 07090
MARIE MADONNA KECK - 353 Spruce Dr., Bricktown, N. J. 08723
LINDA MORECROFT KERINS - 209 W. Chestnut St., Metuchen, N. J. 08840
MARIE MARINARO KIMBLE - 5 Lloyd Pl., Belleville. N. J. 07109
DIANE MARIE KOSTIBUS - R.D. #2, Box 195, Annandale, N.J. 08801
FLORENCE ROSE KOSTYC - 5 Mary St., Carteret, N. J. 07008
MAUREEN A. O'CONNOR KURTZ - 497 Bramhall Rd., Rahway, N. J. 07065
MAUREEN E. KURZE - 23 White Pl., Clark, N. J. 07066
MARIE CAROLINE LEARY - 34 Beach Ave., Staten Island, New York 10306
LINDA ANN LOBOZZO - 35 Clinton Ave., Springfield, N. J. 07081
PATRICIA ANN MANZI -151 Vose Ave., South Orange, N. J. 07079
SUSAN ANN CELI MC CONNELL - 191 Hilton Ave., Maplewood, N. J. 07040
GAIL ALISON MOWBRAY - 3379 Rte. 46, Parsippany, N. J. 07054
CLARICE K. OLINGER -332 So. Finley Ave., Basking Ridge, N. J. 07920
STEPHANIE MATLOSZ PELLICANO - 256 West Dudley Ave., Westfield, N. J. 07090
SUSAN G. PETERSEN - 20 Norton St., Edison, N. J. 08817
JACQUELINE KRESS POLK - 159 Lincoln Ave., Elizabeth, N. J. 07208
INA-SUE KAMERMAN QUINN - 718 Orange Ave., Cranford, N. J. 07016
JAMES ROE - 3403 Bridge Ave., Pt. Pleasant, N. J. 08742
ANTOINETTE C. ROTHMAN - 3 Northfield Rd., Matawan, N. J. 07747
ALEXIS CATHERINE SADOWSKI - 416 Lexington Ave., Cranford, N. J. 07016
PATRICIA FOREHAND SCHAEL - 3 Chip Lou Lane, Scotch Plains, N. J. 07076
TOBY K. SCHIER - 115 Palmetto Dr., Toms River, N. J. 08753
FLORENCE TAYLOR SGROMOLO - 386 Raleigh Rd., Rahway, N. J. 07065
KATHLEEN WARD SKOBO - 225 Valley Rd., Clark, N. J. 07066
PHYLLIS KATHLEEN SMITH - 7 Stegman Pl., Jersey City, N. J. 07305
JANIS K. STARNER -617 Springfield Ave., Cranford, N. J. 07016
SYLVESTER MARY TILDSLEY - 5 Jessica Pl.,Monmouth Beach, N. J. 07750
SALLY G. TURNER - 8 Olsen Dr., Warren, N. J. 07060
WILLIAM JOHN VALENTI - 1504 Monmouth Blvd., Wall, N. J. 07719
NANCY FERRIER WEBER - RD. 3, Lebanon, N. J. 08833
JOANNE DEZENZO WILLIAMS - 21 Barry Dr., West Orange, N. J. 07052
LINDA JENSEN PROSS - 14 Wildwood Dr., Piscataway, N.J. 08854

GRADUATES WHOSE QUESTIONNAIRES WERE RETURNED/MARKED UNDELIVERABLE

1974

Leslie Philip Bahler
Mary Jane Paseler Cohn
Lena Signoretta Decina
Adele Krivit Feldman
Sharon Brenda Gallof
Lillian Giordano
Shirley Epstein Kaplan
Joanne Elaine Mesonas
Maureen Elizabeth O'Keefe
Hanne Jensen Walsh
Patricia Dougherty Williams

1975

Karen Kleckner Brill
Jean Marie Colrick
Helaine Burger Donovan
Karen A. Feller
Marcia Watson Fisher
Linda Margaret Halas
Leslie Sue Harris
Catherine Fehon Herbst
Sandra Jean Kahn-Levine
Joanne Cebulewski Kobus
Kathleen Mary Kohler
Barbara Jean Krysiak
Patricia Harper Mascaritolo
Rita Millsom Ryor
Carol Anne Sumner

1976

Phyllis Natalie Baron
Diane S. Bell
Janice Litwin Cohen
Elaine Joyce Conway
Barbara Bella Fleit
Salvatore Joseph Garaio
Louise Gorsegner
Ada S. Grossman
Anita Phyllis Kosofsky
Georgia Irene Wenk
Carol Parente Ziznewski
Ruth-Ann Ziznewski

1977

Linda B. Cohen
Ethel Bush Finken
Lauren Ava Hunter
Amy Eisenhandler Kargauer
Lorinda Lasus
Patty Brooks Leach
Elizabeth Sentner

1978

Barbara E. Dreyer
Marion McCarthy Lavin
Donna Frances Paduano
Sandra Kathryn Schulz
Rosemary Dolores Villano

1979

Marcia Mindy Bartolf
Sherilyn Jan D'Arrigo
Lorraine Gilroy
Susan Ann Celi McConnell

APPENDIX F

QUESTIONNAIRE RESULTS

1. Of the 350 Reading Specialists who have graduated from KCNJ since 1974, 150, or 43 percent, of the graduates responded to the questionnaire.

2. Respondents were predominantly female, 89 percent.

3. Respondents were predominantly in the 30-45 year-old age bracket, 59 percent.

4. Respondents were predominantly married, 75 percent.

5. Respondents were predominantly not the head of the household, 70 percent.

6. The greatest number of respondents received their Reading Specialist Certificates in 1979, 23 percent.

7. The major reason stated for working towards a Reading Specialist Certificate was to improve classroom efficiency (professional improvement), 34 percent.

8. One hundred thirty-four persons, or 89 percent, were teaching or using other special teaching certificates or degrees.

9. Respondents, at the time they were filling out the questionnaire, were predominantly employed full-time, 80 percent.

10. Those not employed in the Education field were not interested in returning to this profession, 12 percent.

11. If employed, full or part-time, in an education related profession, the most frequently mentioned positions were those of: the Classroom Teacher, 25 percent; the Reading Specialist, 24 percent; and the Remedial Reading Teacher, 22 percent.

12. Of the 150 respondents, 121, or 81 percent, reported they were presently using the Reading Specialist Certificate.

13. The capacities in which the Reading Specialists were using their Certificate were predominantly: Remedial Reading Teachers in elementary school, 25 percent; Classroom Teachers (N-8), 20 percent; and Resource Persons for Teachers, 11 percent.

14. Almost all, 86 percent, were enjoying their present jobs.

15. One hundred thirty-two graduates, or 88 percent, responded that Education was their first choice for a career.

16. Most, 79 percent, would recommend other graduate students in Education to further their studies in a Reading Specialist field.

17. Of the positive reasons given by graduates who would recommend this field, the greatest number of thirty-four, or 23 percent, were for professional improvement for classroom efficiency.

18. Of the negative reasons given by graduates who would not recommend this field, the greatest number of seventeen, or 11 percent, were due to the lack of job opportunities.

19. One hundred eighteen, or 79 percent, of the respondents felt adequately prepared for their present positions as a result of the education and training they received at KCNJ.

20. A majority of the graduates, 23 percent, had eleven to fifteen years of educational experience.

21. A majority of the graduates, 35 percent, had no Reading Specialist experience as of June, 1979.

22. The most-often stated reason for no longer being employed in the Educational Profession was a personal choice -- decided not to work.

23. The majority of the graduates, 78 percent, were planning to remain in the Education Profession.

24. Of the additional comments made, the greatest number of them were favorable towards the KCNJ Reading Program.

Thank you for your participation. I hope you find the information of value.

Sincerely yours,

Blossom Hatoff

Blossom Hatoff,
Graduate Student